An Analysis and Comparison of the Actual and the Expected Role of Secondary School Assistant Principals

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AN ANALYSIS AND COMPARISON OF THE ACTUAL AND THE EXPECTED ROLE OF SECONDARY SCHOOL ASSISTANT PRINCIPALS

BY
JERRY MICHAEL NEUMANN

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

February 1976
ACKNOWLEDGMENTS

The author wishes to acknowledge his gratitude to the many individuals who made this study possible. He is indebted to his fellow administrators in the secondary schools of Cook and Lake counties who participated in the study and willingly shared their professional knowledge.

He is further indebted to his advisor, Dr. Jasper J. Valenti and to Dr. Max A. Bailey and Dr. Melvin P. Heller for their guidance, assistance, and encouragement during the author's tenure at Loyola.

A special thank you goes to the author's wife, Barbara and to their two children, Michelle and David, for the love, patience, and understanding shown throughout this study.
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CHAPTER I

INTRODUCTION

The secondary school assistant principalship is gaining importance as a vital part of the administrative structure in high schools throughout the nation. In its monograph entitled Management Crisis: A Solution, the National Association of Secondary School Principals indicates that assistant principals should be members of an administrative team along with principals under the leadership of the superintendent.  

As a member of an administrative team, the assistant principal has an opportunity to be meaningfully involved in school decision-making. Rather than being limited to routine tasks delegated by the principal, team membership enables the assistant principal to actively seek new challenges and areas of responsibility. In their study of the assistant principalship, Austin and Brown indicate that assistant principals seem to be more satisfied with their work when they are part of a team approach to administration.

In agreement with Austin and Brown, Bordinger writes that the role of the assistant principal is a positive one in systems where the principal develops an administrative team with clear-cut job descriptions. In addition to giving full authority and responsi-


bility for the development of positive educational programs, the principal must give due credit for achievements. In the systems that operate in this fashion, the stigma and negative feelings regarding the assistant principal's role are almost non-existent.\(^3\)

Although the current emphasis on the team approach to school administration would seem to indicate that the assistant principal has an enlarged scope of authority and responsibility, the dominant message in the professional literature is that the role of the assistant principal in any given school is mainly what the principal in that school wants it to be.

Bordinger continues to say that the principal is the single most critical dimension in setting the stage for a possible change of image and responsibility for the assistant principal. The scope of influence of the assistant principal will be determined largely by the principal's perception of the potential leadership of the assistant principal.\(^4\)

Purpose of the Study

The purpose of this study is to analyze and compare the actual and the expected role of secondary school assistant principals. The study will consider these variables:

1. The actual role of the assistant principal as perceived by his principal.

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\(^4\)Ibid., p. 13.
2. The actual role of the assistant principal as he perceives it.

3. The expected role of the assistant principal as perceived by his principal.

4. The expected role of the assistant principal as he perceives it.

A secondary purpose of the study is to determine whether or not the assistant principalship provides adequate preparation and training for the principalship.

This study will attempt to examine the role of the assistant principal as perceived by both the principal and his assistant and to identify means by which assistant principals can share a greater portion of responsibility in determining their own job duties in order to make their position more meaningful to both themselves and to the schools in which they work.

Method and Procedure

This study is based on the following five hypotheses derived from an analysis of current professional literature:

I. High school principals agree that the duties presently being performed by their assistant principals are the ones that the principal expects the assistant principal to perform.

II. High school assistant principals agree that there are other duties they should perform in areas such as school management, student activities, and community relations in addition to the duties they presently perform.

III. High school assistant principals agree that their actual functional role is limited primarily to administrative tasks such as pupil attendance and discipline but should involve the performance of more instructional leadership tasks.
IV. High school assistant principals agree that the assistant principalship does not provide adequate preparation and training for the principalship.

V. High school assistant principals can effect changes to bring their actual and expected roles closer together.

The propositions developed to test the hypotheses were formulated by the author after reviewing the literature and related research. A questionnaire was developed consisting of two parts: Part I asked for general information about the respondent and his school; Part II contained the propositions pertaining to the hypotheses. The questionnaire was field tested by practicing secondary school principals and by graduate students in administration at Loyola University. Revisions were made based on the information received from the field test.

The questionnaire was sent to a random sample of forty Illinois secondary schools in suburban Cook and Lake counties. This sample represents one-half of the total number of secondary schools in Cook and Lake counties. The principal of each school was asked to fill out a questionnaire and to select one of his assistant principals to fill out a questionnaire.

In order to add depth to the study, the author individually interviewed one-half of the respondents selected at random. The primary purpose of the interviews was to check the consistency of responses obtained in the questionnaires, and no weighting was given to the interviews in determining the point value of the propositions used to test the hypotheses presented in Chapter III.
As suggested by Borg and Gall\(^5\) in *Educational Research*, an interview guide was developed to standardize the interview to some degree and yet allow it to be flexible enough to gain the added depth sought in the face to face situation with the respondent. Those interviewed were asked to discuss openly their perceptions and concerns about the role of the assistant principalship in terms of job responsibilities, its adequacy as a training ground for the principalship, and the value of written job descriptions in defining specific job duties.

**Limitations and Delimitations**

Limitations of the study would be the ones inherent in the use of the questionnaire and the interview as methods of gathering data. It is possible that respondents may interpret the same questions in different ways, although the questionnaire was pre-tested in order to remove ambiguous wording.

Concerning interviews, Van Dalen states that many people are more willing to communicate orally than in writing and, therefore, will provide data more readily and fully in an interview than on a questionnaire.\(^6\) However, recording and interpreting data obtained during an interview involves much subjective interpretation, and there is the possibility of interview bias affecting the conclusions drawn from the data.


This study is delimited to secondary school principals and assistant principals in suburban Cook and Lake counties in Illinois. It does not include the Chicago Public School System and no attempt was made to compare or contrast the suburban districts with the City of Chicago secondary schools.

**Definition of Terms**

The following terms as used in this study are defined as follows:

1. Actual functional role - refers to the tasks actually done by the assistant principal in the performance of his job duties.

2. Expected role - refers to the tasks that the principal or the assistant principal believes should be performed by the assistant principal.

3. Administrative tasks - refers to tasks which are primarily part of the organized procedure of operating the school.

4. Instructional leadership tasks - refers to tasks which are primarily aimed at improving the teaching-learning processes within the school such as curriculum study, teacher evaluation, in-service training.
CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

A number of studies have been conducted concerning the role of the secondary school assistant principal. The most prominent related study appears to be the one conducted by David B. Austin and Harry L. Brown, Jr. in 1970. The study was conducted for the National Association of Secondary School Principals and attempted to delineate the nature, function, and relative status of the assistant principalship. Questionnaires and observations of assistant principals at work were used to gather data. The researchers found that some disharmony exists between an assistant principal's understanding of the range and character of his duties and a principal's view of those duties. Most assistant principals derive much less satisfaction from their tenures as assistant principals than from their years spent in other assignments. The study concludes that a re-examination of the entire process of administrative selection is necessary, that educational training programs should be established, and that a more systematic procedure should be developed to deal with the selection and career progression of those in educational leadership roles.¹

Block's study attempted to determine the job functions of the assistant principals in the Buffalo, New York public schools in

order to establish recommendations to improve the work carried on by these administrators.

The findings of the study resulted in these conclusions: (1) great numbers of the present elementary school administrators came originally from the upper elementary grades; (2) many assistant principals enjoy more varied teaching backgrounds than principals do; (3) elementary assistant principals have chosen the area of elementary administration because of their training and experience.

The following recommendations were submitted to serve as guides in improving the work performed by the assistant principals in the elementary schools of the city of Buffalo: (1) remove all responsibility for performing clerical functions from the assistant principals; (2) increase the responsibility assumed by the assistant principals over the supervision and evaluation of teachers to the degree where it will be shared in equal measure with the principals; (3) provide the assistant principals with sufficient time to carry out such significant functions as: (a) supervising and evaluating teachers; (b) revising the curriculum; (c) administering the school in the absence of the principal; (d) controlling pupil behavior; (e) adjusting pupil-teacher problems; (f) conferring with parents; (g) coordinating youth activity; (h) visiting other schools; and (i) conducting demonstration lessons.²

The purpose of Smith's study in 1966 was to ascertain the status and duties of the public high school assistant principals in twelve states of the North Central Association in high schools enrolling 1,000 students or more.

A questionnaire was developed, tested, printed, and mailed to 263 high school principals in twelve designated states. These officials were asked to give the instrument to "the educational administrator of the school designated as next in line of authority to the principal." Sixty per cent of the questionnaires sent were completed and returned.

Among Smith's findings were: (1) "Assistant Principal" is the most commonly used title of this official; (2) this official entered administration for two predominant reasons: higher salary and promotion and advancement in the profession; (3) "Administration of the school in the absence of the principal" is sole responsibility of the official in the greatest majority of cases; (4) the assistant principal is generally satisfied with his role.

Smith concluded that: (1) the assistant principalship is complex and a highly professional position, demanding a breadth of experience and a strong professional background; (2) although many of the officials aspire to the principalship, the assistant principalship appears to be developing into a possible career objective; (3) the administration of the high school is a team effort involving the principal and his staff. The assistant principal is an integral part of this team.

Recommendations offered were these: (1) the title of this
administrative officer should be standardized. "Assistant Principal" seems most accepted; (2) qualifications for this position should include high school teaching experience, high school principal endorsement or certification, a Master's degree, and academic work in administration, curriculum, supervision, psychology and guidance; (3) assistant principals should continue professional study throughout their tenure of educational service, as well as participate actively in professional organizations; (4) the assistant principal should have personality traits complementary to those of the principal with whom he works.3

In 1966 Johnson examined the perceptions and expectations of principals and assistant principals pertaining to the role of the assistant principal in selected secondary schools in the state of Colorado. It was the purpose of this study (1) to explore the professional backgrounds of selected assistant principals; (2) to determine the role of the assistant principal as it is perceived by the principal and the assistant principal; and (3) to develop a conceptual framework for the assistant principal in the secondary school.

A random sample of twenty-four secondary schools was selected and forty-eight principals and assistant principals were interviewed and recorded on tape. The principals in the participating schools were asked to discuss questions which would reveal their

awareness and opinions with regard to the role of the assistant principal, including their appraisal of what the role was in practice and what the role should be. They were also asked to discuss the qualifications for persons occupying the position. Assistant principals were asked to discuss the same areas but in addition were requested to provide information describing their professional backgrounds.

Johnson concluded that there is extensive agreement between principals and assistant principals relative to the characteristics of the role of the assistant principal. However, principals would prefer to retain flexibility in the functions of the office while assistants tend toward more stability and standardization.

It is in the area of motivation rather than in the purely instructional activities of the school that we find greater involvement for the assistant principal. There was a tendency for him to be less involved in such functions as testing, teacher rating, teacher class assignment, and audio-visual. Conversely, extensive involvement is found for the assistant principal in such areas as discipline, attendance, staff extra-duty assignments and safety.

Further study was recommended pertaining to the following: (1) the standardization of the title "Assistant Principal"; (2) the clarification of status for other non-teaching certified personnel; (3) further standardization of function in the office; (4) further refinement of certification for school administrators; (5) minimum qualifications should include the Master's degree or the equivalent and five years of teaching experience and certification equal to
that required of the principal; (6) the position should be consid-
ered an internship for the position of principal; and (7) compensa-
tion should be considerably more than that received by teachers on
maximum salary.  

The characteristics and duties of the secondary school assis-
tant principal in Indiana were studied by Saxman in 1971. He
developed a questionnaire which included seventy-nine duties in the
areas of school administration and management, curriculum and
instruction, pupil personnel, and staff personnel. The research
instrument also included a section for rank order of importance of
duties and a percentage of time spent in each of the four areas
incorporating the seventy-nine duties.

The data derived from the questionnaire were analyzed to
determine (1) demographic data pertaining to the position; (2) du-
ties for which the assistant principals have full responsibility;
(3) duties for which assistant principals have shared responsi-
bility; (4) duties for which assistant principals have no responsi-
bility; (5) duties which assistant principals believe that they
should be involved in; (6) duties assistant principals feel they
should not be involved in; (7) the rank order of the importance of
the duties as perceived by assistant principals; and (8) the per-
centage of working time spent by the assistant principals in the
areas of school administration and management, curriculum and
instruction, pupil personnel, and staff personnel.

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4 Roscoe Wesley Johnson, "Perceptions and Expectations of Princi-
pals and Assistant Principals Pertaining to the Role of the Assis-
tant Principal in Selected Secondary Schools of Colorado" (Unpub-
The analyzed data included the following: (1) there are few duties for which assistant principals have full responsibility; (2) assistant principals have shared responsibility in practically all duties involved in the operation of the school; (3) in general, the assistant principals are in agreement with the assignment of duties and feel that they should be involved in the performance of the majority of the duties; (4) the five duties that the assistant principals are involved in performing and consider the most important are pupil attendance, running the school in the absence of the principal, preparation of the master schedule, direction of the athletic program, and pupil discipline; (5) the majority of assistant principals' working time is spent in the areas of pupil personnel, and administration and management; (6) there is practically no correlation between the duties in which the assistant principal is involved and the type of school (rural, small city, suburban, urban); (8) in general, the assistant principalship is being filled by a young, married, family man with at least a Master's degree. His first entry into the field of administration came early in his career. He has been an assistant principal a short time and was a classroom teacher immediately before moving to the present position. The persons interested in a new position are interested in becoming a high school principal. 5

The purpose of Preston's study in 1973 was to analyze the assistant principalship in large high schools from several stand-

5Francis Ray Saxman, "Characteristics and Duties of the Secondary School Assistant Principal in Indiana" (unpublished doctoral dissertation, Ball State University, 1971).
points: (1) the number of assistants afforded the principals of large high schools; (2) the deployment of assistant principals to task areas; (3) the job satisfaction of assistant principals; (4) the career aspirations of assistant principals, and (5) the occupational mobility of assistant principals.

Twenty-five large high schools with enrollments at or exceeding two thousand pupils were involved in the study. The study utilized the responses from the twenty-five high school principals and sixty-one assistant principals who participated in the study. The data gathering instruments used were: (1) Principal's Response Form; (2) Task Area Identification Instrument; and (3) Survey of Assistant Principal's Instrument.

Based on the findings of the study, Preston concluded: (1) large high schools vary greatly in the number of assistants provided the principal; (2) large high schools are organized administratively in many diverse ways with no consistent pattern emerging; (3) the number of assistant principals is determined generally either by (a) School Board policy or administrative regulations or (b) situational demand or need basis; (4) the number of assistant principals to be found within a high school is not significantly related to either the average family income in the school community or the ethnic composition of the school; (5) assistant principals spend most of their time in pupil personnel tasks, less in management tasks, and the smallest portion of their time in instructional supervision tasks; (6) there is a significant difference between actual deployment of assistant principals to task areas and their
deployment to task areas as it would be if principals were given the number of assistant principals they deem optimum for the operation of their schools; (7) given the optimum number of assistant principals within their buildings, principals would significantly increase the amount of time they have their assistants spend in instructional supervision tasks; (8) assistant principals working in pupil personnel tasks tend to be younger than their counterparts in the task areas of instructional supervision and management tasks; (9) it is the working and interpersonal relationships that an assistant principal has with his principal that contribute most to his job satisfaction. Correlations of job satisfaction with the following variables were not found to be significant: (1) per cent of time spent in pupil personnel tasks; (2) per cent of time spent in instructional supervision tasks; (3) per cent of time spent in management tasks; (4) graduate credit; (5) graduate credit in education; (6) graduate credit in educational administration; (7) age; (8) years of experience as an assistant principal; (9) the assistant principal to pupil ratio; (10) ethnic composition of the school; and (11) income level of the school community.

Assistant principals who aspire to advancement in educational administration tend to differ from non-aspiring assistant principals in the following ways: (1) they are likely to spend a great portion of their work time in pupil personnel tasks; (2) they are mobile—ready to move for advancement; (3) younger; and (4) have earned more graduate credit in educational administration.  

In 1972 Algee studied the personal and professional characteristics of high school assistant principals of the North Central Association accredited high schools in Arkansas. The general areas investigated were professional status, salary, areas of greatest responsibility, selected factors relating to the assistant principalship, allocation of time to organization and administration, pupil personnel, and supervision.

The eighty assistant principals in this study were employed in sixty-seven schools and represented the entire population of assistant principals of the member schools accredited in Arkansas by the North Central Association of Colleges and Secondary Schools. The following conclusions were drawn from the study: (1) over seventy-five per cent of the assistant principals majored in administration or secondary education in graduate school; (2) approximately eighty-three per cent of all assistant principals indicated satisfaction with public school administration as a career; (3) the assistant principalship was considered primarily as a position requiring someone who could handle discipline and relieve the principal from that tedious task; (4) job descriptions were almost non-existent and responsibilities were determined mostly by the principals; and (5) organizational structuring such as scheduling, curriculum planning, budget planning, and teacher evaluation were not a part of most assistant principal's responsibilities.

It was recommended that: (1) all school districts employing assistant principals should prepare meaningful descriptions for the position; (2) assistant principals should share in preparing the
master schedule, developing the school's curriculum, and in the financial operation of the school; (3) greater involvement in duties other than those of a disciplinary nature would create a sense of dignity to the position and could encourage individuals to become career assistant principals; and (4) training which deals with extracurricular activities, preparation of a master schedule and the school budget, teacher evaluation techniques, interpersonal relationships, methods of student discipline, feedback procedures to teachers who refer students for discipline, custodial services, and the legal aspects of policies which are counter to court decisions, should be part of the certification requirements for one to become a secondary school administrator. 7

It was the purpose of Monteleone's study in 1972 to determine the extent of agreement among public senior high school administrators and superintendents concerning the duties and responsibilities of the public senior high school assistant principal in Pennsylvania.

On the survey instrument the respondents indicated their judgment of the extent to which each duty and responsibility should be part of the assistant principal's work load by selecting one of the five following responses: under all circumstances, under some circumstances, under rare circumstances, and under no circumstances. Additionally they were asked to indicate whether or not the duty was part of the assistant principal's current job assignment and

the degree of responsibility of the assistant principal for each duty.

The duties of the public senior high school assistant principal were classified according to the following major categories: administration and school management, curriculum and supervision, pupil welfare, guidance, clerical and routine tasks, extracurricular activities, community relations, maintenance of buildings, grounds, and equipment, and substitute teacher service.

The findings of this study indicate that: (1) the assistant senior high school principal in Pennsylvania had his hands in practically everything that goes on in the school. The duties assigned to the assistant principals in this study took them into all nine of the categories used for grouping the tasks; (2) the assistant principals seldom were assigned "full" responsibility for the execution of duties; (3) the establishment of a formal written job description existed in approximately two-thirds of the schools participating in this study; (4) senior high school principals had considerable autonomy in defining the duties and responsibilities of the assistant principal; (5) the assistant principals did not view their duties and responsibilities as being mainly confined to matters of clerical or routine nature; and (6) although there was a considerable amount of agreement among the principals, assistant principals, and superintendents concerning the assignment of duties to the assistant principal, the principals and assistant principals tended to agree more closely than the principals and superintendents or the assistant principals and superintendents.
The following recommendations were made: (1) assistant principals should be permitted to share extensively in the total administration of the senior high school; (2) a job description for the position should be formally adopted by the respective Boards of Education; (3) duties assigned to the assistant principal should be concentrated in the areas of administration and school management, curriculum and supervision, pupil welfare, substitute teacher service, and to a lesser extent, extracurricular activities; (4) duties in the areas of guidance, clerical and routine tasks, community relations, and maintenance of buildings and grounds should be assigned to senior high school assistant principals based upon the individual needs of the school, the available staff, and the talents and experience of the assistant; and (5) school districts should review closely the duties now performed by senior high school assistant principals in order to differentiate those which should be assigned to other professional staff members or assumed by clerical and non-professional staff members. 8

Current professional literature indicates that the role of the assistant principal has gained importance in recent years as a topic worthy of consideration by educational writers. The National Association of Secondary School Principals has sponsored several conferences in various locations across the nation structured specifically for assistant principals. In fact, the entire issue of the October, 1973 National Association of Secondary School Principals has sponsored several conferences in various locations across the nation structured specifically for assistant principals. In fact, the entire issue of the October, 1973 National Association of Secondary School

In his article Childress offers six suggestions which may serve as possible guidelines for the professionalization of the assistant principalship: (1) Role definition for the assistant principalship must be undertaken. This can be done through titles and job delineation. A need also exists to indicate the specific roles or jobs which are to be delegated to this member of the administrative staff. There have to be roles for which people can prepare and for which they are willing to accept an assignment; (2) The assistant principal must be recognized as a member of the administrative team and as an individual who has certain competencies which will strengthen the school and its programs. The assistant principalship is a part of the office of the principal. When the principal cannot meet all of his obligations, delegation of specific duties to his assistants becomes essential; (3) Preparation must be developed especially for the job to be done. An individual preparing for the assistant principalship must be sure to gain the following: (a) an understanding of administrative decision making, administrative activities, organizational analysis, and the role of the various elements of the administrative team; (b) the development of at least some competency in a specialty--curriculum, guidance, counseling, or in some area of finance or management; (4) Leadership identification will bring professional recognition. It is a challenge to those in the assistant principalship and to those

who are studying it to say what this professional role will be. Incorporating concepts of special abilities and special training, the role is as distinct as the principalship—interdependent but separate; (5) The individual in the assistant principalship must be willing to play "second banana" either permanently or temporarily; (6) The assistant principal must find a point of special contribution. He needs to be in a position to encourage dreaming and to prevent fires rather than to suppress them. When the emphasis is on building, self-degradation and destruction give way to enhancement, satisfaction, and a feeling of contribution. ¹⁰

Also commenting on the role of assistant principals, Joly states that assistant principals have roles which require that the principal look upon them as creators, instigators, practical visionaries, in the pursuit of genuine secondary education for students of every ability, culture, and educational background. With the principal, they must never let themselves become so bogged down in the mechanism of running the school that they lose sight of the fact that no technique, traditional or innovative, has ever fully "worked" for each student. ¹¹

Knezevich says that "what assistant principals do appears to be determined by what the principal delegates. The wide variation of duties delegated to the assistant indicates that some aides have


been used effectively, whereas others have been immersed primarily in clerical chores. Types of functions assigned to most assistant principals would be (1) assuming responsibility for the operation of the school in the absence of the principal, (2) appearing as a representative of the school in lieu of the principal, and (3) participating in parent conferences in matters of school discipline. One might conclude that the assistant may be held partially responsible for many things but seldom completely responsible for any one thing.

The position may be considered an internship for the principalship only if specifically designed for the function. An assistant limited to performing menial chores cannot be said to be enjoying opportunities for professional growth and development. A principal should view an intern in a much different light from an assistant who is relieving him of a few chores. 12

The booklet The Principalship: Job Specifications and Salary Considerations for the 70's states that "As the number of assistant principals increases within the school, there will be a strong tendency for each to undertake specialized functions, confining his particular efforts to clearly delimited areas. This division of administrative tasks has much to recommend it, since it enables quick and incisive expertness to be applied to specific problems. But it also denies the various assistant principals a fuller apprenticeship in administration, and may, therefore, limit their profes-

sional growth. It is important, therefore, that the principal organize his administrative corps so that each assistant principal is a generalist. In this way, once fully prepared, he can move promptly into a principalship of his own. The principal must afford his assistants that depth and breadth of administrative experiences that will permit them ultimately to measure themselves against the demands of the principalship itself and to undertake the position with a high degree of confidence.\(^\text{13}\)

Another view of the role of the assistant principal is given by Sprague who writes: "Implementing the administrative team concept in our secondary schools should be a high priority of school administrators. Not only does the team approach have the potential of alleviating many frustrations of assistant principals and making the job a more attractive career position, but it also enhances effective communication, decision making, and supervision within a school.

Traditionally the role of the assistant principal has been too narrowly defined. In small schools the assistant principal tends to complement the personality of the principal and perform only those tasks which the principal delegates to him. In large schools, there are usually two or more assistant principals, each responsible for specific areas like discipline and student activities. However, in the administrative team approach the assistant principal is not just an adjunct to the principal with very narrow areas of responsibility.

The assistant principal on the team sees himself as:

1. Being in a position which enhances personal growth.
2. Being concerned with the total school.
3. Being an active initiator.
4. Being concerned with human relations and morale.
5. Being involved with the school community.  

In their text on school administration Austin, French, and Hull write that studies of the duties and activities of assistant principals indicate considerable growth in the professional stature of this important position. The investigators believe that as assistant principals improve their professional preparation and establish their worth, they will be given greater responsibilities in performing the more critical and significant of the principal's duties such as improving instruction and meeting parents. It is reasonable for the principal to choose an assistant who works with great effectiveness in areas where he himself is least skillful. However, such a choice obligates the principal to provide his assistant increasing opportunities for growth as he is able to take advantage of them. Most individuals grow under responsibility and should be guided so that they grow in effectiveness. The assistant principal should have opportunities to grow into the responsibilities of the principalship and in his turn select an assistant whose qualities and characteristics complement his own.  


J. Lloyd Trump adds supportive evidence concerning the importance of the role of the assistant principal. He says that the secondary school principal and assistant principal more than anyone else determine the nature and extent of a school's services. He recommends a model for school organization in which the assistant principal is a key person in improving instruction. He devotes full time to this responsibility, and the roles of the assistant principal and the principal are nearly the same. The assistant principal's responsibilities now become quite different from the conventional ones of discipline, attendance, school locks, and every other miscellaneous item turned over to him. Having the responsibility of improving instruction, the assistant principal complements the principal, thus strengthening the leadership function and potential.16

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Chapter III contains the following major aspects of this dissertation: (1) general information about the principals who participated in this study; (2) general information about the assistant principals who participated in this study; (3) the hypotheses of the study; and (4) the propositions used to test the hypotheses.

Three approaches were used in this study: (1) a review of current professional literature to determine the major views about the secondary school assistant principalship; (2) a questionnaire administered to forty secondary school principals and their assistant principals; and (3) an individual interview with twenty principals and their assistant principals.

The questionnaire was mailed to forty secondary school principals in Cook and Lake counties in Illinois. An additional copy for assistant principals was enclosed, and the principals were instructed to select one of their assistant principals to complete and return the questionnaire. The questionnaire was completed by thirty-three principals and thirty-three assistant principals yielding an 82.5 percentage of return.

One principal requested not to participate in the study because he had been in the position less than six weeks and felt that his responses would not validly contribute to the study. Three other principals indicated that they did not have assistant principals in their schools.

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Profile of the Principals

To give a profile of the thirty-three principals participating in the study, the following general information is provided.

The age range of the principals responding was 29 to 58 years with the mean being 45.9 years.

All 33 of the principals are men.

In terms of marital status 32 or 97 percent are married and 1 or 3 percent is single.

The number of years in the present position ranged from 1 to 28 with the mean being 6.8 years.

The total years of experience in education ranged from 7 to 35 with the mean being 21.4 years.

The principals reported the following level of academic training: Master's degree--5 or 15.2 percent; Master's plus 30 hours--15 or 45.5 percent; Doctorate--13 or 39.4 percent.

The annual salary ranges for principals were reported as follows:

15000-17000-- 1 or 3.0 percent
21001-23000-- 3 or 9.1 percent
23001-25000-- 2 or 6.1 percent
25001-27000-- 8 or 24.2 percent
over 27000--19 or 57.6 percent

The length of their work year was reported by all respondents to be twelve months with vacation days ranging from 14 to 30 although 26 or 78.8 percent of the respondents reported the number of vacation days as 20.

The size of the student enrollment of each respondent's school was reported as follows:
under 1000--2 or 6.1 percent
1000-1500--7 or 21.2 percent
1501-2000--7 or 21.2 percent
2001-2500--1 or 3.0 percent
2501-3000--9 or 27.3 percent
3001-3500--none
3501-4000--5 or 15.2 percent
over 4000--2 or 6.1 percent

The number of certificated staff members not including admin-
istrators in each school was reported as follows:

under 50--2 or 6.1 percent
51-75--2 or 6.1 percent
76-100--8 or 24.2 percent
101-125--4 or 12.1 percent
126-150--4 or 12.1 percent
151-175--7 or 21.2 percent
176-200--2 or 6.1 percent
201-225--1 or 3.0 percent
226-250--2 or 6.1 percent
over 250--1 or 3.0 percent

The number of administrators in each school ranged from 1 to
12 with the mean being 5.4 administrators per school.

The number of assistant principals in each school ranged from
1 to 7 with the mean being 2.2 assistant principals per school.

Twenty-nine or 87.9 percent of the respondents worked in four
year high schools; 2 or 6.1 percent served grades 9 and 10; 1 or 3.0
percent served grades 9, 10, and 11; and 1 or 3.0 percent served
grades 10, 11, and 12.

The respondents reported that they had previous teaching
experience in the following subject areas:

English-- 10 or 30.3 percent
social science-- 8 or 24.2 percent
guidance-- 7 or 21.2 percent
science-- 6 or 18.2 percent
physical education-- 6 or 18.2 percent
mathematics-- 4 or 12.1 percent
speech-- 3 or 9.1 percent
driver education-- 2 or 6.1 percent
foreign language-- 2 or 6.1 percent
industrial education-- 1 or 3.0 percent
special education-- 1 or 3.0 percent

The total is more than 100 percent because some of the respondents indicated previous teaching experience in more than one subject area.

The respondents held the following positions immediately prior to their present position:

- assistant principal-- 15 or 45.5 percent
- principal-- 8 or 24.2 percent
- administrative assistant-- 2 or 6.1 percent
- counselor-- 2 or 6.1 percent
- teacher-- 2 or 6.1 percent
- dean of students-- 1 or 3.0 percent
- department head-- 1 or 3.0 percent
- director of special services-- 1 or 3.0 percent
- division director-- 1 or 3.0 percent

Profile of the Assistant Principals

The following general information provides a profile of the thirty-three assistant principals who participated in the study.

The age range of the assistant principals responding was from 26 to 60 years with the mean being 42.2 years.

Thirty-one or 93.9 percent of the assistant principals are men and 2 or 6.1 percent are women.

In terms of marital status 29 or 87.9 percent are married, 3 or 9.1 percent are single, and 1 or 3.0 percent is widowed.

The number of years in the present position ranged from 1 to 23 with the mean being 5.3 years.

The total years of experience in education ranged from 6 to 33 with the mean being 17.7 years.
The assistant principals reported the following levels of academic training: Master's degree--12 or 36.4 percent; Master's plus 30 hours--21 or 63.6 percent; Doctorate--none.

The annual salary ranges for assistant principals were reported as follows:

- 17000-19000--6 or 18.2 percent
- 19001-21000--4 or 12.1 percent
- 21001-23000--4 or 12.1 percent
- 23001-25000--9 or 27.3 percent
- 25001-27000--7 or 21.2 percent
- over 27000--3 or 9.1 percent

The length of their work year was reported by the respondents as follows:

- 10 months-- 4 or 12.1 percent
- 11 months-- 1 or 3.0 percent
- 12 months--28 or 84.8 percent

Those 28 respondents who work 12 months reported the number of vacation days ranging from 15 to 30 with 20 or 71.4 percent reporting the number of vacation days to be 20.

The respondents reported that they had previous teaching experience in the following subject areas:

- social science-- 7 or 21.2 percent
- physical education-- 6 or 18.2 percent
- English-- 5 or 15.2 percent
- industrial education--5 or 15.2 percent
- mathematics-- 5 or 15.2 percent
- science-- 5 or 15.2 percent
- business education-- 3 or 9.1 percent
- guidance-- 3 or 9.1 percent
- driver education-- 2 or 6.1 percent
- foreign language-- 1 or 3.0 percent

The total is more than 100 percent because some of the respondents indicated previous teaching experience in more than one subject area.
The respondents held the following positions immediately prior to their present position:

- **teacher--** 10 or 30.3 percent
- **department head--** 5 or 15.2 percent
- **counselor--** 4 or 12.1 percent
- **dean of students--** 4 or 12.1 percent
- **principal--** 3 or 9.1 percent
- **assistant principal--** 2 or 6.1 percent
- **athletic director--** 2 or 6.1 percent
- **director of student activities--** 1 or 3.0 percent
- **division head--** 1 or 3.0 percent
- **summer school director--** 1 or 3.0 percent

**Comparison of Data for Principals and Assistant Principals**

The age ranges of the two groups were quite similar with the mean for principals being 45.9 years and the mean for assistant principals being 42.2 years.

No principals were women and only 2 of the 33 assistant principals were women; thus only 3 percent of the 66 administrators participating in this study were women.

The majority of both groups were married; 97 percent of the principals and 87.9 percent of the assistant principals.

The number of years in the present position was also similar for both groups, with the mean for principals being 6.8 years and the mean for assistant principals being 5.3 years.

The total number of years of experience in education for principals ranged from 7 to 35 with a mean of 21.4 years and for assistant principals from 6 to 33 years with a mean of 17.7 years.

The level of academic training was much higher for principals with 39.4 percent having completed the doctorate and none of the assistant principals having completed it.
Although information on individual salaries was limited to salary ranges, 57.6 percent of the principals reported earning over $27,000 annually and 9.1 percent of the assistant principals reported earning over $27,000 annually.

The length of the work year was 12 months for all principals and for 84.8 percent of the assistant principals with a majority of both groups having 20 days vacation.

The areas of previous teaching experience for both principals and assistant principals are similar.

The position held immediately prior to the present one was that of principal or assistant principal for a majority of the principals, and it was that of teacher or department head for most of the assistant principals.

The Hypotheses and the Propositions

In Part II of the questionnaire, principals and assistant principals were asked to respond to a number of propositions pertaining to each hypothesis of the study. The responses to the propositions were categorized using a modified Likert scale, and the degree of agreement or disagreement to each statement of proposition was indicated by these choices: Strongly Agree (SA), Agree (A), Uncertain or Undecided (U), Disagree (D), and Strongly Disagree (SD). Each response carries a point value of +2, +1, 0, -1, and -2 from Strongly Agree to Strongly Disagree, respectively. There were 33 respondents in each group (33 principals and 33 assistant principals) so that if all of the respondents in either group Strongly Agree with a proposition, the proposition would receive +66 points.
If all of the respondents in the group Strongly Disagree with a proposition, the proposition would receive -66 points. As the point value increases positively, so does the agreement with the proposition. As the point value increases negatively, so does the disagreement with the proposition. It is important to note that some of the propositions are stated in negative terms. Therefore, a positive point value does not necessarily indicate that the proposition supports the hypothesis or that a negative point value rejects the hypothesis.

An example of how to interpret the data is given below.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6)</td>
<td>18.2%</td>
<td>(16)</td>
<td>48.5%</td>
<td>(4)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

(Total points received +14)

1. SA=Strongly Agree
   A=Agree
   U=Uncertain/Undecided
   D=Disagree
   SD=Strongly Disagree

2. The number in parentheses represents the number of respondents making that particular selection.

3. The number next to the parenthesis is the percentage of respondents selection that particular response.

4. The above graphical representation would read as follows:
   six respondents or 18.2 percent selected the choice Strongly Agree. Sixteen or 48.5 percent selected the choice Agree. Four or 12.1 percent selected Uncertain/Undecided. No one selected Disagree. Seven or 21.2 percent selected Strongly Disagree.
5. The total point value of the proposition was calculated as follows:

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Respondents</th>
<th>Value</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>6</td>
<td>+2</td>
<td>+12</td>
</tr>
<tr>
<td>A</td>
<td>16</td>
<td>+1</td>
<td>+16</td>
</tr>
<tr>
<td>U</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>-1</td>
<td>0</td>
</tr>
<tr>
<td>SD</td>
<td>7</td>
<td>-2</td>
<td>-14</td>
</tr>
</tbody>
</table>

Total +14

Hypothesis I

High school principals agree that the duties presently being performed by their assistant principals are the ones that the principal expects the assistant principal to perform.

The first hypothesis deals with the question of whether or not assistant principals are fulfilling the role in the administrative structure of the school as desired by their principals. The question is not concerned with an evaluation of performance but rather with the selection and appropriateness of the duties of the assistant principal as perceived by the principal. The current professional literature indicates that the role of the assistant principal is determined primarily by the principal. Propositions five, six, eight, sixteen, and twenty-three pertain to this hypothesis.

Proposition 5

The principal should reassign to other personnel any duties being performed by the assistant principal which the principal believes are inappropriate for the assistant principalship.
Most of the principals agree that they should alter the job responsibilities of the assistant principal to relieve their assistants of duties which were time consuming but did not require the professional preparation of the assistant principal such as record keeping associated with the attendance office and similar clerical duties. Several principals mentioned that they would like to relieve their assistants of handling routine discipline matters but lacked the personnel to transfer these duties elsewhere.

It is interesting to note for the sake of comparison that the responses of the principals were almost identical to those of the assistant principals with the same number of points being scored.

**Proposition 6**

Principals should evaluate their assistants solely on the basis of their performance of assigned tasks.

<table>
<thead>
<tr>
<th>Principals</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.1%</td>
<td>21.2%</td>
<td>3.0%</td>
<td>51.5%</td>
<td>18.2%</td>
</tr>
<tr>
<td>(Total points received -18)</td>
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</tbody>
</table>

**Proposition 6**

Principals should evaluate their assistants solely on the basis of their performance of assigned tasks.

<table>
<thead>
<tr>
<th>Principals</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.1%</td>
<td>21.2%</td>
<td>3.0%</td>
<td>51.5%</td>
<td>18.2%</td>
</tr>
<tr>
<td>(Total points received -18)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assistant Principals

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) 3.0%</td>
<td>(6) 18.2%</td>
<td>(8) 24.2%</td>
<td>(16) 48.5%</td>
<td>(2) 6.1%</td>
</tr>
</tbody>
</table>

(Total points received -12)

In general, the principals disagreed with this proposition. Several commented that the nature of the position in their school made it almost impossible to measure or evaluate it only on the basis of assigned tasks. Situations arise almost daily that need to be handled by the assistant principal that cannot be anticipated and specifically assigned. Three of the principals who disagreed indicated that while the evaluation of performance should be largely based on assigned duties, they felt that this should not be the sole basis of evaluation. One principal stated that it was important to consider such factors as the school climate, nature of the student body, and staff relationship with the administration.

While disagreeing with the proposition, the assistant principals were not as strong in their feelings of disagreement as were the principals. More assistant principals were undecided in their answer than principals. A possible explanation of the reason for this uncertainty may be that although assistant principals feel that there are other facets of their job which reflect their competencies, the assigned tasks are more easily identifiable and provide a more concrete basis for evaluation.

**Proposition 8**

The principal is in the best position to determine the duties that his assistant should perform.
As indicated by the responses, principals agree that they are the ones who can best decide the assignment of duties to various members of the administrative team. They feel that they have an overall view of the administrative structure and organize it to complement their own style of management. One principal stated that while he agreed with the proposition as being generally true, there are situations in which the principal is not close enough to the day to day operation to be in the best position to determine the job duties of his assistant. One of the principals who disagreed with the statement indicated that the principal was not the only one who should determine the job duties of his assistant. It should be noted that this principal worked in a one building district with the superintendent's office located in close proximity to his own office. Therefore, it appears that the superintendent was well aware of the administrative process in the building and exerted much influence on the assignment of the job duties of all of his administrators.

The assistant principals also agreed with this proposition but not quite as strongly as the principals. Several commented that the
assistant principal should have a great deal of input in determining the assignment of his own job duties because of his first-hand knowledge of the responsibilities of the position.

**Proposition 16**

Principals should have total responsibility and authority to determine the job duties of their assistant principals.

<table>
<thead>
<tr>
<th>Principals</th>
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<tbody>
<tr>
<td>SA</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>(6) 18.2%</td>
</tr>
</tbody>
</table>

(Total points received +14)

<table>
<thead>
<tr>
<th>Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>(1) 3.0%</td>
</tr>
</tbody>
</table>

(Total points received -3)

A majority of the principals agreed with this proposition. Those who disagreed indicated that the word *total* in the statement made a great deal of difference. They believed that the principal should have much of the authority to determine job duties but not total authority. There were two schools of thought concerning who should share the authority with the principal. One group felt that the superintendent should definitely have some input for assigning job duties of the assistant principal. The other group felt that the duties should be assigned by the principal only after consultation with the assistant principal.

In comparing this proposition with the previous one, principals agree that they are in the best position to determine job duties of
their assistants, but they do not agree as strongly that they should have the total authority to do so. This may be one area in which principals can strengthen their leadership position in the administering of their own schools.

This is one of two propositions in the study in which the responses of the assistant principals differed to a large degree from the responses of the principals. The assistant principals disagreed with this proposition because they felt that they should share with the principal the authority to determine their own job responsibilities. They believe that their ideas and opinions are important and should be carefully considered by the principal in his decision-making process.

**Proposition 23**

Principals are very much aware of the kinds of duties being performed by their assistant principals.

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th></th>
<th>Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>(8) 24.2%</td>
<td>(24)  72.7%</td>
<td>(1) 3.0%</td>
</tr>
<tr>
<td></td>
<td>(Total points received +40)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>U</td>
</tr>
<tr>
<td></td>
<td>(9) 27.3%</td>
<td>(21)  63.6%</td>
<td>(1) 3.0%</td>
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<tr>
<td></td>
<td>(Total points received +36)</td>
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</tbody>
</table>

Almost unanimously the principals agreed with this proposition. They believe that they know what their assistants are doing in the
performance of job duties. One principal stated that he could not speak for other principals, but that he certainly knew what was going on in his building. Another commented that any effective principal would have to be fully aware of the various job duties of all his assistant administrators in order to properly fulfill his own job responsibilities. The one principal who was undecided in answering this statement did not state whether he felt that he himself was unaware of the kinds of duties being performed by his assistant or that principals in general were not aware of those duties.

The assistant principals also agreed with this proposition but to a slightly lesser degree than the principals. Several indicated that it was because of the administrative team concept that the principal was aware of their work routine. Others stated that it was primarily communication initiated by them that kept their principals informed.
## Summary Table for Hypothesis I

<table>
<thead>
<tr>
<th>Proposition</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposition 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals (Points +35)</td>
<td>(7) 21.2%</td>
<td>(22) 66.7%</td>
<td>(3) 9.1%</td>
<td>(1) 3.0%</td>
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<tr>
<td>Asst. Principals (Points +35)</td>
<td>(5) 15.2%</td>
<td>(25) 75.8%</td>
<td>(3) 9.1%</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Proposition 6</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Principals (Points -18)</td>
<td>(2) 6.1%</td>
<td>(7) 21.2%</td>
<td>(1) 3.0%</td>
<td>(17) 51.5%</td>
<td>(6) 18.2%</td>
</tr>
<tr>
<td>Asst. Principals (Points -12)</td>
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<td>(6) 18.2%</td>
<td>(8) 24.2%</td>
<td>(16) 48.5%</td>
<td>(2) 6.1%</td>
</tr>
<tr>
<td><strong>Proposition 8</strong></td>
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<td></td>
</tr>
<tr>
<td>Principals (Points +30)</td>
<td>(7) 21.2%</td>
<td>(20) 60.6%</td>
<td>(2) 6.1%</td>
<td>(4) 12.1%</td>
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<tr>
<td>Asst. Principals (Points +24)</td>
<td>(6) 18.2%</td>
<td>(16) 48.5%</td>
<td>(7) 21.2%</td>
<td>(4) 12.1%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Proposition 16</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Principals (Points +14)</td>
<td>(6) 18.2%</td>
<td>(15) 45.5%</td>
<td>(2) 6.1%</td>
<td>(7) 21.2%</td>
<td>0</td>
</tr>
<tr>
<td>Asst. Principals (Points -3)</td>
<td>(1) 3.0%</td>
<td>(12) 36.4%</td>
<td>(4) 12.1%</td>
<td>(15) 45.5%</td>
<td>(1) 3.0%</td>
</tr>
<tr>
<td><strong>Proposition 23</strong></td>
<td></td>
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</tr>
<tr>
<td>Principals (Points +40)</td>
<td>(8) 24.2%</td>
<td>(24) 72.7%</td>
<td>(1) 3.0%</td>
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<td>0</td>
</tr>
<tr>
<td>Asst. Principals (Points +36)</td>
<td>(8) 24.2%</td>
<td>(21) 63.6%</td>
<td>(1) 3.0%</td>
<td>(1) 3.0%</td>
<td></td>
</tr>
</tbody>
</table>
Summary Graph for Hypothesis I

<table>
<thead>
<tr>
<th>Proposition</th>
<th>Disagreement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-50 -40 -30 -20 -10 0 +10 +20 +30 +40 +50</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>+35</td>
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<tr>
<td>Assistant</td>
<td>+35</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>-18</td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td>-12</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>+30</td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td>+24</td>
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<td>Principals</td>
<td>+14</td>
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<tr>
<td>Principals</td>
<td>+40</td>
<td></td>
</tr>
<tr>
<td>Assistant</td>
<td>+36</td>
<td></td>
</tr>
</tbody>
</table>

Propositions 5, 6, 8, 16, and 23 tend to support Hypothesis I. Note that although the point value of Proposition 6 is negative, it supports the hypothesis because of the wording of the proposition.
Summary and Analysis

The analysis of the responses pertaining to the first hypothesis leads one to conclude that the principal is the primary determiner of the actual role of the assistant principal. This conclusion is consistent with the dominant viewpoint expressed in the current professional literature which emphasizes that the principal is in a position of authority which allows him a great deal of discretion in utilizing his assistants to carry out various duties within the school. The principal, therefore, has wide latitude and few constraints in assigning the tasks which are necessary in the administration of the school. In his middle management position, the principal is given over-all responsibility and authority to administer school programs, but the specific means he employs to accomplish this is generally left up to him. Thus, several interesting implications pertaining to assistant principals arise.

One obvious implication is that the principal can assign his assistant almost any duty within the school. This implication should be recognized by prospective assistant principals. The wide range of duties performed by the assistant principals who participated in this study indicates very strongly that assistant principals must be willing to accept the fact that the principal has the power of position to shape their job roles completely.

This indication leads to another implication for assistant principals. The literature indicates that assistant principals want to have significant input concerning their own job descriptions and other decisions affecting the school. The assistant
principals who participated in the study supported the literature and indicated that they should take the initiative to discuss their concerns about various school issues with the principal and be involved in the decision-making process. The degree to which the principal involves his assistant in making important decisions depends to a great extent upon the competency and administrative ability which the assistant displays in the performance of his current duties. Those assistant principals who have been successful in exercising sound judgment in handling their present duties are suitable for increased responsibility within the school. Those who have not enjoyed a significant measure of success require further training and experience. It is also possible that some individuals do not belong in an administrative position and should return to a less demanding situation in which they were able to be successful. It is important for assistant principals who aspire to a higher position of authority to recognize that the increased responsibility may be beyond their capacity and they must be willing to accept this possibility.

Assistant principals expressed agreement with principals that the duties assigned to the assistant principal are appropriate for the position. This agreement indicates that the assistant principalship has attained a level of recognition making it a valuable segment of the administrative organization in the secondary school. In the larger schools where there are two or more assistant principals, the duties and responsibilities are often well-defined and differentiated for each position. Thus, each administrator has
specific areas within the total operation for which he is responsible. In contrast to this structure is the position of the assistant administrator in the smaller high school who, by the direction of the principal, is partially responsible for anything which may occur in the daily operation of the school. Principals in both large and small schools indicated that assistant principals should be evaluated on a wider spectrum than just the basis of assigned duties. The inference can be made that the assistant principalship is a dynamic position involved in a variety of situations which would be impossible to delimit in a rigid job description. Principals indicated an awareness of this aspect of the position and tend to consider the many areas in which the assistant principal is involved when the principals evaluate their assistants.

The most important implication for assistant principals who desire to see their role expanded to become more intellectually demanding and a viable source of instructional leadership is to implement their position as a member of an administrative team. The administrative team approach to school administration has gained prominence in recent years and offers the principal and his assistant administrators the opportunity to plan, implement, and evaluate various school programs cooperatively. This sharing of responsibility and authority increases the degree of participation of the assistant principal in decisions affecting the school. The communication between the principal and his assistants is enhanced as team members interact and react to each others' ideas. Each team member can develop a more comprehensive knowledge of the total
school operation through the extensive exchange of opinions, ideas and information.

As members of an administrative team, assistant principals can enjoy increased opportunities to utilize their abilities and areas of special strength in sharing with the principal the administrative responsibilities of running the school. The advantage of administrative teaming for the principal is that as a team leader he can capitalize on the abilities of those around him to administer school programs efficiently and effectively. Thus, the team approach, if used wisely, can reinforce the leadership role of the principal rather than diminish it and concurrently provide the assistant principal with experiences that will improve his competencies as an administrator.

**Hypothesis II**

High school assistant principals agree that there are other duties they should perform in areas such as school management, student activities, and community relations in addition to the duties they presently perform.

This hypothesis deals with expanding the role of the assistant principal to enable him to become more involved in the overall operation of the school. It suggests that there are areas of competency which assistant principals may possess but for which there is little opportunity to display because of present limitations on the range of duties performed. As members of the management team, assistant principals can broaden their perspective of the total school organization by their involvement in a wide variety of tasks.
in many different phases of school administration. Propositions nine, ten, twenty-one, twenty-two, and twenty-four pertain to this hypothesis.

**Proposition 9**

It should not be a major responsibility of the assistant principal to be available to parents to explain school programs.

<table>
<thead>
<tr>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA A U D SD</td>
</tr>
<tr>
<td>(2) 6.1% (5) 15.2% 0 (17) 51.5% (9) 27.3%</td>
</tr>
<tr>
<td>(Total points received -26)</td>
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<table>
<thead>
<tr>
<th>Assistant Principals</th>
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<tbody>
<tr>
<td>SA A U D SD</td>
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<tr>
<td>0 (5) 15.2% (3) 9.1% (19) 57.6% (6) 18.2%</td>
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<tr>
<td>(Total points received -26)</td>
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Both principals and assistant principals scored the same number of points in disagreeing with this proposition indicating that they felt strongly that assistant principals definitely should be available to explain school programs to parents. Several assistant principals commented that their contact with parents came as a result of discipline conferences and felt a need for more positive contact with parents. One assistant principal indicated that because of the nature of the school's administrative team, he was involved to a great extent in public relations. A principal who disagreed commented that while he felt that dealing with parents should not be a major responsibility of the assistant principal, an
occasional meeting with parents provides a good change of pace for the assistant principal. It appears that most principals and assistants agree that more parent contact is desirable to enable the school to become a part of the community rather than an isolated segment of it.

**Proposition 10**

Assistant principals should have more authority than they presently have to develop school regulations.

<table>
<thead>
<tr>
<th>Principals</th>
<th>SA</th>
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<tbody>
<tr>
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<td>(10) 30.3%</td>
<td>(11) 33.3%</td>
<td>(12) 36.4%</td>
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<thead>
<tr>
<th>Assistant Principals</th>
<th>SA</th>
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<tr>
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<td>(10) 30.3%</td>
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<td>(Total points received -8)</td>
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The responses of the principals to this proposition were almost evenly divided between those who agreed and those who disagreed. A principal who agreed stated that it was important for the assistant principal to have control over that for which he is held accountable. It follows, then that as the range of duties of the assistant principal is increased, so must the degree of his authority increase. It seems that the principals who feel that assistant principals should have more authority in the development of school regulations can bring this about by delegating some of their own authority and
by involving the assistants in decisions which affect the school.

The assistant principals disagreed with this proposition, although not overwhelmingly. It is difficult to assess why assistants feel they should not have more authority in developing school regulations, but possibly they believe that they are more appropriately implementers of policy which has been developed by the principal or central office administration. Another possible basis for the disagreement may have been the fact that several assistant principals mentioned that they presently worked very closely with the principal in developing school regulations and did not feel a need for more authority in this area.

**Proposition 21**

Assistant principals should have the freedom to get involved with any facet of the school operation which interests them.

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<thead>
<tr>
<th>Principals</th>
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<td></td>
<td>6.1%</td>
<td>51.5%</td>
<td>15.2%</td>
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<td>15.2%</td>
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<td>21.2%</td>
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The fact that the principals agreed with this proposition can be taken as a vote of confidence in the abilities of their assistant principals. In giving them such wide latitude, principals indicate
a willingness to share responsibilities in the management of the school. This offers an opportunity to assistant principals to capitalize on special strengths and abilities or to expand their own background by becoming involved in areas with which they have had little previous experience or training.

Assistant principals were more evenly divided in their responses. They agreed with the proposition but not as strongly as the principals did. It may be that assistant principals do not realize that they have some options in their job responsibilities, or they may be working at near capacity with present job duties and do not have the time to become involved with anything else.

It is important that principals who agree with this proposition clearly communicate their viewpoint to their assistant principals so that their assistants can develop with the principal a list of job duties which is somewhat balanced between assigned tasks and areas of interest. Of course, assistant principals must exert some initiative to make their views known to their principals as well.

**Proposition 22**

Responsibility for developing and supervising extra-curricular activities should be given to assistant principals.

**Principal**

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<tbody>
<tr>
<td></td>
<td>(2) 6.1%</td>
<td>(18) 54.5%</td>
<td>(8) 24.2%</td>
<td>(4) 12.1%</td>
<td>(1) 3.0%</td>
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(Total points received +16)
The responses to this proposition indicate that principals favor the involvement of assistant principals in developing and supervising extra-curricular activities much more than assistant principals do. Some of the principals commented that the extra-curricular program was an important part of the total school program and felt that it merited the close supervision of the assistant principal. Another principal commented that his assistant principal had a high degree of contact with the student body and because of the large percentage of students who participated in various activities, the assignment of the assistant principal to supervise the program was appropriate.

Assistant principals were evenly divided in their agreement and disagreement with this proposition. The time factor was mentioned by some who disagreed saying that they could not adequately supervise an extra-curricular program without giving up some of their present duties. In larger schools an activities director was often responsible for the program, and the athletic director in almost all of the schools was responsible for the athletic segment of the extra-curricular activity program. One assistant principal stated that the responsibility should be shared by having various club sponsors handle the supervision of activities with the assistant principal maintaining an overview of the total program.
Assistant principals should become more involved with community groups as a representative of the school.

**Principals**

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<th>SA</th>
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<th>SD</th>
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<tbody>
<tr>
<td>(7)</td>
<td>21.2%</td>
<td>(17)</td>
<td>51.5%</td>
<td>(7)</td>
<td>21.2%</td>
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(Total points received +29)

**Assistant Principals**

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<thead>
<tr>
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<th>SA</th>
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<tr>
<td>(5)</td>
<td>15.2%</td>
<td>(13)</td>
<td>39.4%</td>
<td>(8)</td>
<td>24.2%</td>
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(Total points received +16)

There was general agreement with this proposition by the principals. They commented that the assistant principal in most cases had a broad enough knowledge of the school program and operation to be able to favorably represent the school in the community. As in proposition nine, several principals mentioned that the positive contact with the community was especially valuable to assistant principals who handled discipline and who often developed a negative image with some students and their parents.

The responses of the assistant principals indicated agreement with this proposition, although somewhat less than the principals. Some of the assistant principals also mentioned that they felt that they did not have the opportunity often enough to interact with the community, except through discipline conferences or open house programs.
More involvement with the community would mean a greater expenditure of time in the evenings as well as during school hours, but the responses indicate that assistant principals are willing to pay this price. Such an attitude enhances the professional outlook and image of these administrators.
Summary Table for Hypothesis II

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<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>UNDECIDED</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
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<tr>
<td><strong>Proposition 9</strong></td>
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</tr>
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<td>(5) 15.2%</td>
<td>0</td>
<td>(17) 51.5%</td>
<td>(9) 27.3%</td>
</tr>
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<td>(6) 18.2%</td>
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<td>(Points -26)</td>
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</table>

| **Proposition 10**   |                |       |           |          |                   |
| Principals           | 0              | (10) 30.3% | (11) 33.3% | (12) 36.4% | 0                 |
| (Points -2)          |                |       |           |          |                   |
| Asst. Principals     | 0              | (10) 30.3% | (7) 21.2% | (14) 42.4% | (2) 6.1%          |
| (Points -8)          |                |       |           |          |                   |

| **Proposition 21**   |                |       |           |          |                   |
| Principals           | (2) 6.1%       | (17) 51.5% | (5) 15.2% | (8) 24.2% | (1) 3.0%          |
| (Points +11)         |                |       |           |          |                   |
| Asst. Principals     | (5) 15.2%      | (8) 24.2% | (7) 21.2% | (13) 39.4% | 0                 |
| (Points +5)          |                |       |           |          |                   |

| **Proposition 22**   |                |       |           |          |                   |
| Principals           | (2) 6.1%       | (18) 54.5% | (8) 24.2% | (4) 12.1% | (1) 3.0%          |
| (Points +16)         |                |       |           |          |                   |
| Asst. Principals     | (1) 3.0%       | (15) 45.5% | (5) 15.2% | (9) 27.3% | (3) 9.1%          |
| (Points +2)          |                |       |           |          |                   |

| **Proposition 24**   |                |       |           |          |                   |
| Principals           | (7) 21.2%      | (17) 51.5% | (7) 21.2% | (2) 6.1%  | 0                 |
| (Points +29)         |                |       |           |          |                   |
| Asst. Principals     | (5) 15.2%      | (13) 39.4% | (8) 24.2% | (7) 21.2% | 0                 |
| (Points +16)         |                |       |           |          |                   |
Propositions 9, 21, 22, and 24 tend to support Hypothesis II. Proposition 9 is worded in negative terms; therefore the points value of the responses is negative.
Summary and Analysis

Several important implications for secondary school administrators arise from the data pertaining to the second hypothesis. Principals concur with their assistants that assistant principals should be involved in a variety of activities in the operation of the school. One of the activities which was considered very important by assistant principals was that of representing the school to the community. This concern involves expanding the role of the assistant principal to include more opportunities to meet with the public as an educational leader. Provision must be made to free the assistant principal at various times from his daily duties so that he may attend meetings of community organizations during the day. Principals will find that this released time is a wise investment which can yield high returns in improved community school relations. It is likely that a dedicated assistant will more than make up for time away from school by using his own free time to attend evening functions within the community. The importance of a close relationship between the school and the community is recognized by virtually all educators, and large districts employ public relations personnel to maintain a positive relationship. Superintendents can utilize their building administrators more actively as a suitable alternative to creating a separate public relations position within their district administrative structure.

In a closely related issue assistant principals indicated a need for more positive contact with parents to give them information about school programs. Too often their contact has been limited to
negative situations related to discipline or attendance problems of students. In addition to the traditional open house program or parent-Teacher Association meetings, the principal and his assistant should expend effort to develop creative means through which parents can more closely identify with the school and its goals. Developing strong support from parents is essential to maintain quality education, and this task will become more difficult in the future as costs spiral and property taxes continue to increase. The foresighted school administrator will not wait until a bond issue referendum approaches to try to strengthen community support for the schools. The recent failure of many such referendums provides ample evidence that a short-term, concerted effort to secure community support is not sufficient.

Another area of more potential involvement of assistant principals in the total school program is that of extra-curricular activities. Assistant principals indicated that they were willing to provide the necessary leadership to develop and administer a worthwhile program of extra-curricular activities. They recognized the educational value to many students as well as the sound economics in utilizing expensive facilities more fully which a good extra-curricular activity program can provide. Assistant principals objected to assuming more clerical duties in supervising various clubs and activities. The implication for principals is to allow their assistants the freedom to use their experience and expertise in the overall development of a quality program without burdening them with additional record-keeping and clerical chores. Assigning the
majority of such clerical work to club sponsors or secretarial personnel will enable the assistant principal to provide a greater amount of leadership and certainly this is more appropriate to his position as an administrator.

The concept of giving the assistant principal the freedom to become involved in any facet of school operation was supported by both principals and assistant principals. This concept signifies that principals regard their assistants as capable to deal with almost any situation which may arise and should foster a close working relationship between them, especially if the assistant feels that he will be able to seek advice from the principal concerning any situation about which he is unsure.

Assistant principals regard themselves as generalists, and wide involvement in many areas of school operation can serve to strengthen the background of experience of the assistant. However, it is also important that an effective assistant principal should develop some areas into special competencies so that he may take over full authority and responsibility for specific areas delegated by the principal. This development can benefit both parties by lessening the principal's load and at the same time adding depth to the qualifications of the assistant. Areas of specialization can also be of value to an assistant principal in terms of a promotion when special skills in certain areas are an important consideration for a particular position. There are many possible areas of specialization for high school assistant principals such as data processing, teacher evaluation, student activities, pupil personnel services,
curriculum development, and budget preparation.

Neither assistant principals nor principals agreed that assistant principals should have more authority than they presently have to develop school regulations. In analyzing this viewpoint, it is difficult to determine the reasons why principals and assistants feel this way, especially when one considers the wide range of school situations in which assistant principals are involved. In dealing with students, parents, and teachers, assistant principals definitely gain a first-hand knowledge of school regulations, and it seems logical that they should be involved in their development and evaluation. Superintendents should encourage recommendations from assistant principals who deal with school regulations on a daily basis. In this way assistant principals can become involved in policy formulation and have a voice in shaping the policies and procedures which they must implement. Being involved in policy formulation also adds another dimension of experience to the background of the assistant principal.

Hypothesis III

High school assistant principals agree that their actual functional role is limited primarily to administrative tasks such as pupil attendance and discipline but should involve the performance of more instructional leadership tasks.

This hypothesis is similar to Hypothesis II in that it deals with expanding the present role of assistant principals but the emphasis is on tasks which relate more directly to leadership in
improving instruction. The question is raised whether or not assistant principals feel a need for more involvement in areas such as teacher evaluation and curriculum development. The need for the administrative duties which are necessary in the daily operation of the school is recognized, and the views concerning long-term planning and improved teaching are examined. Propositions two, seven, eleven, fifteen, and eighteen pertain to this hypothesis.

Proposition 2

The primary responsibility of assistant principals should be to maintain and control student discipline.

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<tr>
<th>Principal</th>
<th>SA</th>
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</thead>
<tbody>
<tr>
<td>Principals</td>
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<td>(6) 18.2%</td>
<td>(4) 12.1%</td>
<td>(16) 48.5%</td>
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<td></td>
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<tr>
<td>Assistant Principals</td>
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<td>(2) 6.1%</td>
<td>(10) 30.3%</td>
<td>(16) 48.5%</td>
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Strong disagreement was expressed by both principals and assistant principals in responding to this proposition. Several principals commented that the control of discipline was certainly an important responsibility but did not consider it the primary responsibility of their assistants. In the larger schools, deans were responsible for handling routine discipline problems, and the assistant principals were responsible for supervising the discipline
office, although some assistant principals mentioned that they did become involved in the more serious discipline problems. One principal who agreed with the proposition stated that there was no getting around this facet of their responsibility but that there are other aspects of administration in which the capable assistant principal can and should become involved.

The basis for disagreement by the assistant principals was not so much the question of the importance of maintaining school discipline but the amount of time that was taken in performing this task. Even in the smaller schools, a steady flow of discipline cases could occupy the assistant for the major portion of if not the whole day. In those schools which did not have deans, the assistant principals expressed a desire for this type of an administrative structure to relieve them of some of these responsibilities.

**Proposition 7**

Assistant principals should not be involved in the development and supervision of curriculum.

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<thead>
<tr>
<th>Principals</th>
<th>SA</th>
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<tr>
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<td>(2) 6.1%</td>
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<td>(11) 33.3%</td>
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<td>(Total points received -49)</td>
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The responses by both principals and assistant principals were almost unanimous in disagreement with this proposition. No principals and only two assistant principals expressed agreement with the statement. The importance of curriculum is easily recognized but the problem is getting the degree of involvement by the assistant principals in curriculum matters to match the degree of belief that they should be involved. It is a question of theory and practice. In theory, assistant principals should be curriculum specialists who provide leadership to the staff through developing, implementing, and evaluating curriculum. In practice, assistant principals often do not have adequate time to devote to curriculum matters because of other duties which must be performed on a daily basis such as student discipline and attendance.

Principals and assistant principals should work together to develop ways in which the duties assigned to the assistant include curriculum work as a high priority with enough time available to do the job properly. Most of the assistant principals have had coursework in curriculum as well as their own teaching experience, and this knowledge should be utilized to improve the school's program.

Proposition 11

In-service training of teachers should be the responsibility of the principal or central office, not the assistant principal.

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<tr>
<td>(3) 9.1%</td>
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<td>(14) 42.4%</td>
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<td>(3) 9.1%</td>
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<td>(10) 30.3%</td>
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</table>
As in proposition sixteen, the responses of the assistant principals differed to a large degree from the responses of the principals. The principals who agreed with this statement felt that in-service training of teachers takes place primarily through impetus provided by the principal, although in large districts coordinators or other district administrators sometimes share this responsibility. Several principals commented that they did involve their assistants to some extent in the in-service training of the staff as part of their assignment on the administrative team.

In expressing their disagreement with this proposition, assistant principals want more contact with the staff in order to improve the quality of teaching in the building. One assistant principal commented that he had little opportunity to provide any formal in-service work for the staff, and that his suggestions to staff members usually were the result of follow-up conferences for classroom disciplinary problems. Assistant principals will have to work toward changing their principal's viewpoint on this aspect of school administration if they are to increase their own involvement in in-service training.
Proposition 15

The responsibility for enforcing pupil attendance rules should be given to classroom teachers rather than to assistant principals.

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<thead>
<tr>
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The majority of both groups disagreed with this proposition. Many of the respondents commented that this responsibility should be shared by both teachers and administrators. One principal who disagreed stated that if the responsibility for enforcing attendance were given to the teaching staff, there would be too much variation in its enforcement, and the consistent treatment of students would be lost.

It is interesting to note that the responsibility for pupil attendance is often mentioned as a highly time-consuming one, and yet the responses of the assistant principals indicate that they do not want to give up this responsibility even though there are other activities they would like to be involved in but do not have time to do so. Each individual should rank his duties in order of importance and give some thought about the amount of time spent on each
one to see if the proper relationship exists.

**proposition 18**

Assistant principals should be actively involved in classroom visitation and evaluation of the teaching staff.

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</table>

There was very strong agreement by both principals and assistant principals with this proposition. The difficult question to answer concerning evaluation and classroom visitation is whether or not the time is made available so that this important function can take place. As in proposition seven concerning curriculum, the interest is there but the time to do the job is often taken up with other duties that are also important and must be done. It is not simply a matter of lack of efficiency but a lack of priority. Principals should carefully examine the structure of their administrative team or organization and assign job duties in a priority which will allow sufficient time for the performance of these duties. Certainly classroom visitation and teacher evaluation should rank high on the priority list.
### Summary Table for Hypothesis III

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The Propositions tend to support the aspect of Hypothesis III that there is agreement among assistant principals that they should be involved in instructional leadership tasks. The responses do not indicate that they are limited to administrative tasks. Proposition 15 tends to reject the hypothesis.
Summary and Analysis

Assistant principals feel strongly that they should be involved in the performance of instructional leadership tasks. It is clear that they regard their position as one which can provide meaningful input into the teaching-learning process. Two important aspects of school supervision through which assistant principals can foster improved teaching are classroom visitation and teacher evaluation.

Assistant principals are in a position to come in contact with many different teaching styles in their daily functions with teachers and students. By noting the strengths of various staff members through formal and informal observation, the assistant principal can formulate a composite picture of effective teaching methods and use this as a basis for discussion in conferences with staff members. No one teaching technique will fit all situations, but most teachers can take advantage of suggestions which have been successful in the classrooms of their colleagues.

A natural outgrowth of classroom visitation is teacher evaluation. Although not all staff members welcome observation by an administrator, they do expect some type of a follow-up conference after a class visitation has been made. The conference can serve to compliment the strong teacher and reinforce his own feeling of value to the staff or it can help to provide suggestions for improvement to encourage the teacher who is having difficulty. In either case, the time taken by the assistant principal to strengthen the teaching ability of the staff is well spent.
In the area of in-service training, assistant principals agreed that they should be involved, but principals felt that this was the responsibility of the principal or central office. The fact that assistant principals have a great deal of daily contact with various staff members should help to make principals realize that the assistant has the potential to provide in-service training over a long period of time rather than restricting it to limited sessions during workshops or institute days. The implication for assistant principals is to convince their principals of the value of their involvement in sharing the responsibility for in-service training. Those who are members of an administrative team will find it easier to persuade their principals to let them assume these tasks.

There was strong support shown by both principals and assistant principals for involving the assistant principal in curriculum development and supervision. Assistant principals usually have teaching experience in an academic area, and this can provide a starting point for their involvement in curriculum development. Attendance at department meetings within the building or at district curriculum committees can extend one's knowledge of curriculum matters in various subject areas. Graduate courses in curriculum and professional reading are also useful in helping the assistant principal to provide intelligent input into curriculum development, evaluation, and revision. Principals should work closely with their assistants sharing and rotating subject area responsibilities so that the assistant can become familiar with all subject fields over a period of time. Department heads are often responsible for super-
vising curriculum matters in their fields so it is important for assistant principals to maintain good communication with them to insure that their own perceptions and ideas are accurate and up-to-date.

The responsibility most often associated with the high school assistant principalship is that of maintaining student discipline. The assistant principals who participated in this study acknowledged the importance of this task but did not feel that it should be their major responsibility. They favored the use of deans to handle routine disciplinary matters, but deans were found only in the larger schools. Usually the administrative structure did not provide other personnel to carry out disciplinary action, so this task fell to the assistant principal. Dealing with student discipline cases is often so time-consuming that the assistant principal is unable to become involved in other administrative functions to the extent that he desires. An analysis of each school's administrative structure and work load should be made to determine if the employment of deans is justified to free the assistant principal to devote his time to other educational functions. The onus is on the assistant principal to support his case with facts if he seeks to be relieved of discipline responsibilities.

Enforcing pupil attendance is often related to maintaining student discipline, but the responding assistant principals opposed giving the responsibility to classroom teachers rather than to assistant principals. The record-keeping aspect of pupil attendance can be handled by clerical personnel or by data processing equipment.
so the assistant principal need not become too involved at this level. His involvement increases when a student's absences exceed the limitations set by the school or become a discipline problem. Many respondents suggested sharing the responsibility for enforcing pupil attendance rules with classroom teachers. A possible drawback to this method is the inconsistency in enforcement which develops when a large number of people are involved. Students quickly find out which classes they can miss and which teachers follow procedures very closely. It would seem to be very important to have a strong commitment from the faculty to carefully follow administrative guidelines before giving them responsibility for pupil attendance.

An implication for assistant principals which would result in a departure from the traditional enforcement image would be to seek positive ways which would motivate students to attend classes because of self-discipline rather than because of fear of punishment for breaking the rules.

**Hypothesis IV**

High school assistant principals agree that the assistant principalship does not provide adequate preparation and training for the principalship.

Hypothesis IV deals with the role of the assistant principalship in terms of the adequacy of training that it provides to those who will subsequently assume a principalship. In some situations the assistant principalship is a career position, and it is not
designed to be a stepping stone to the principalship. This difference depends primarily upon the individual in the position and what his personal and professional goals are. Those who consider the assistant principalship a career position are not in the majority at this time based on the comments of the assistant principals interviewed for this study.

The range of duties of the assistant principal, their carry-over value, and the value of an internship in preparing assistant principals to become principals are examined in propositions one, three, thirteen, seventeen, and nineteen which pertain to this hypothesis.

**Proposition 1**

A period of internship in which a person works closely with a principal would provide better training for a principalship than the same period of time spent as an assistant principal.

**Principals**

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(Total points received 0)

**Assistant Principals**

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<td>9.1%</td>
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</table>

(Total points received -12)

The principals were divided exactly in their agreement and disagreement with this proposition. The type of administrative structure within the school would affect one's opinion toward the propo-
sition. In those buildings where the principal can utilize a team approach and have a close working relationship with his assistants, the internship would offer no advantage. However, in a situation in which the assistant principal is almost completely isolated from tasks other than student discipline, attendance, or building supervision, the internship concept would be a more valuable option.

One principal who disagreed with the proposition commented that he did not discount the value of the intern concept for training, but that he felt the acceptance of a principal by staff and fellow administrators would be greater for one who had moved from an assistant principalship to a principalship than it would be for an intern who had no previous experience at that level.

The assistant principals disagreed with the principals as well as with the proposition itself. They felt that the training provided in their position was more effective than that received during an internship. This feeling was especially true of assistant principals who had a wide range of duties to perform in the operation of the school. The degree of involvement on the administrative team would certainly affect one's viewpoint toward this proposition.

Proposition 3

It is important that a person have experience as an assistant principal before assuming a principalship.

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<tr>
<td>(Total points received +35)</td>
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</table>
The principals expressed strong agreement that a person who assumes a principalship should have previous experience as an assistant principal. This viewpoint does not seem to be consistent with the neutral position taken concerning the internship versus the assistant principalship as a training ground for a principalship. It is possible that the principals are saying that the internship may provide just as good administrative training as the assistant principalship, but the actual on-the-job experience is still very important and preferred over a period of internship.

The assistant principals agreed very strongly with this proposition. Several commented that the assistant principalship is important because it provides a good overview of the many aspects of the nature of the school. The assistant principalship can also serve as a screening device in exposing individuals to the various problems which arise daily in school administration. This exposure can help individuals to decide whether or not this is the type of work they want to do.

Tradition may have some influence on the viewpoints expressed about this proposition because of the widespread pattern of progression from the assistant principalship to the principalship. It is the typical step one must climb on the administrative ladder.
The variety of duties performed by assistant principals provides a good background of experience which will be helpful to them if they assume a principalship.

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<th>Principals</th>
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<table>
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</table>

The principals strongly agreed with this proposition. One principal stated that it has always been his philosophy as a principal in working with his assistants to give them as much diversification as the individual and the work load permit. Another principal commented that the variety of experiences available in his situation depended upon whether or not the assistant principals were able to move from one assistant principalship to another. His school was a very large one with several assistants assuming separate and specialized duties.

The assistant principals were in unanimous agreement with this proposition. This agreement points out that generally they feel they are involved in many activities throughout the school. The amount of time required by each duty may be different from the amount the assistant would like to spend, but at least he is able
to perform various functions and increase his range of experience.

**Proposition 17**

The duties of the principal and the assistant principal are so different that there is very little carry-over value from the assistant principalship to the principalship.

**Principals**

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(Total points received -43)

**Assistant Principals**

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(Total points received -47)

Very strong disagreement with this proposition was expressed by both principals and assistant principals. One can infer from the responses that the perceptions of the principalship and the assistant principalship by each group are very similar. Both groups agree that there is carry-over value in the duties being performed by the assistant principals. This perception should help to maintain a positive working relationship between the assistant and his principal, especially if the assistant feels that his duties are important and his performance valued by the principal.

One principal stated that although he disagreed with the proposition, he felt that there were some unique qualities and skills needed in the principalship that were not vital in an assistant principalship. He did not mention specific examples.
The responses to this proposition reinforce the responses to the third proposition in which strong agreement was expressed that a person should have experience as an assistant principal before assuming a principalship.

**Proposition 19**

The duties assigned to assistant principals are too narrow in scope to enable them to become familiar with all areas of school operation.

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|          | 6.1%| 15.2%| 6.1%| 42.4%| 30.3% |
| (Total points received | -25)

Most of the principals disagreed with this proposition. They felt that the scope of duties of the assistant principal was broad enough to provide a good overall knowledge of the total school operation. One principal who agreed with the proposition stated that the assistant principal should strive to broaden the range of his duties if at all possible.

The responses indicate that assistant principals also disagree with this proposition, but not as strongly as the principals. The assistants perceive their role to be slightly more restricted, but the general indication is that principals are delegating many kinds
of duties to their assistants giving them the opportunity to partici­
perate widely in the various areas of administering the school. As
the assistant principal strengthens his background, he also
strengthens his potential for assuming a principalship.

This proposition is similar to proposition thirteen, and the
responses to both of the propositions support each other.
## Summary Table for Hypothesis IV

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<td>(2) 6.1%</td>
<td>(14) 42.4%</td>
<td>(10) 30.3%</td>
</tr>
</tbody>
</table>
Proposition 1, 3, 13, 17, and 19 tend to reject Hypothesis IV. Note that the agreement with propositions 3 and 13 indicates that the assistant principalship provides valuable experience and training for the principalship.
Neither assistant principals nor principals supported Hypothesis IV. The responses to the propositions indicate that both groups agree that the assistant principalship does provide adequate preparation and training for the principalship. The fact that principals and assistant principals are satisfied with the present structure of administrative training indicates that those who aspire to become high school principals must follow the traditional sequence of administrative advancement by first serving as an assistant principal. Unless the nature of either position changes in the future, the need to alter this structure will not be felt. The viewpoint of principals for maintaining the present sequence of administrative advancement can be attributed to the fact that most of the principals who participated in this study were assistant principals prior to their present position and are apparently satisfied with the quality of training they received.

The concept of a period of internship in which a person works closely with a principal was explored as an alternative to the assistant principalship for gaining administrative experience and training. Principals were divided evenly in their opinions toward this concept with an equal number expressing agreement and disagreement. Analysis of this split leads one to conclude that those principals who favor the internship are not able to work as closely with their assistant principals as they would like or that they do not have sufficient personnel to relieve the assistant principal of routine duties and provide him with opportunities for further
administrative growth. Conversely, those who oppose the internship apparently feel that they can provide equal or better administrative training and a more solid base of experience to one in the actual position. Those who enjoy a close working relationship between the two positions would be inclined to favor their present arrangement.

Assistant principals opposed the concept of the internship and indicated that they felt their own position provides superior preparation and training for a principalship. It is possible that this viewpoint is simply an expression of unfamiliarity with the internship concept since most intern programs are fairly recent and many districts have never participated in them. An implication for universities who offer an intern program is to study the reasons for this viewpoint in depth to determine if improvements can be made in the quality of their programs which will make them more acceptable to those already in the field. At the same time those administrators who have limited knowledge about administrative intern programs can learn more about the procedures and goals of the programs. Such a study would mutually benefit both the school districts and the universities, as well as the individuals who participate in the programs.

Both assistant principals and principals refuted the idea that their duties were so different that there is little carry-over value from the assistant principalship to the principalship. This viewpoint provides insight into the relationship of the two positions and indicates that assistant principals feel that they really do assist the principal in the performance of his duties rather than
handle only minor, routine tasks. Principals should recognize that close cooperation and communication with their assistants can help make the two positions complement each other and promote a viable working relationship between the principal and his assistant. From the perceived carry-over value of the duties of the assistant principalship, one can infer that principals feel that experience should be gained as an assistant principal before one assumes a principalship.

There was agreement by both principals and assistant principals that the duties of the assistant principal cover a wide range and that these various duties provide a useful background which will be valuable if the assistant assumes a principalship. Wide involvement in many areas of school operation as a valuable member of the administrative team can also serve to make the assistant principalship a rewarding position in itself for those who have no aspirations to reach a higher level in school administration. A principal can significantly increase the degree of participation of the assistant principal in management functions and at the same time utilize his own time more effectively through wise delegation of various tasks to his assistant. The implication is clear that an assistant who wants to improve his own administrative competency should welcome the increased responsibility he shares with the principal.

The strong rejection of Hypothesis IV points out the support which exists to perpetuate the traditional pattern of attaining a principalship by gaining the training and experience from working up through the ranks. As administrative positions become more
specialized as they have in the larger schools, training programs will need to be developed to prepare individuals for specific responsibilities at the assistant principalship level. Consequently, an individual would have to gain experience in several assistant principal positions within the school if he were required to have covered all facets of responsibility at that level before assuming a principalship. A system of rotation of duties could accomplish this, but it seems that the reasons for specialization in the first place would then be meaningless. An acceptable alternative might be to prepare career assistants for specialized positions and general assistants for those who aspire to assume a principalship.

The principal can use his powers of delegation to groom an assistant by giving him responsibility and authority in various school operations. Through careful coordination of the delegated duties, the principal can provide training for the individual and, at the same time, can receive a large measure of assistance in performing his own responsibilities. Throughout the entire process, it is essential that a level of communication be maintained that will enable concerns to be openly discussed and ideas freely exchanged. In this way, the assistant who is being groomed for a principalship can utilize the experience of the principal to increase his own degree of expertise and administrative background.
Hypothesis V

High school assistant principals can effect changes to bring their actual and expected roles closer together.

This hypothesis deals with the question of whether or not assistant principals are able to change any of their assigned job duties. Their actual role consists of the duties which they perform on the job, and their expected role refers to the duties which they believe they should perform on the job. Assuming that there are some differences between the two for most school administrators, this hypothesis examines the means by which assistant principals can provide some input for the purpose of structuring their own job duties in line with their own preferences. It is not expected that the assistant principal should have complete control in determining his job duties, but it is expected that he should have some opportunity to voice his opinions and have his ideas considered by his principal. Propositions four, twelve, fourteen, twenty, and twenty-five pertain to this hypothesis.

Proposition 4

Assistant principals should not work toward changing any job responsibilities which have been determined by the principal.

<table>
<thead>
<tr>
<th>Principals</th>
<th>SA</th>
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<th>U</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td></td>
<td>0</td>
<td>(5) 15.2%</td>
<td>(2) 6.1%</td>
<td>(19) 57.6%</td>
<td>(7) 21.2%</td>
</tr>
</tbody>
</table>

(Total points received -28)
Assistant Principals

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<td>9.1%</td>
<td>9.1%</td>
<td>60.6%</td>
<td>18.2%</td>
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</tbody>
</table>

(Total points received -27)

The responses of the principals voice strong disagreement with this proposition indicating that principals are willing to listen to their assistants in matters concerning job responsibilities. One principal who disagreed commented that no principal is omniscient or has all the answers; he should be open to discussion with his assistants in this regard. This comment seems to be representative of many of the respondents.

The assistant principals closely matched the principals in their disagreement with this proposition. The fact that both groups feel the same way about the right of the assistant principal to work toward changing job duties should help stimulate assistant principals who have hesitated to suggest any changes about their job roles to their principals. There is no assurance that their suggestions will be accepted, but it is a first step in working toward desired changes. If assistant principals are willing to take the initiative to speak out, principals appear to be willing to listen.

**Proposition 12**

Assistant principals should initiate conferences with their principals to review and discuss their job responsibilities.
Most of the principals agreed with this proposition. Several commented that conferences were regularly held throughout the year to discuss job responsibilities. One principal who agreed stated that the assistant should request a conference if the principal does not do so on his own initiative. Another mentioned that the proposition should be reworded giving the assistant the option to initiate conferences if he felt they were necessary.

The assistant principals agreed with this proposition a little less strongly than did the principals. This agreement indicates that they acknowledge the position of authority of the principal and at the same time realize that their own ideas should be considered. As in the previous proposition, the message comes through that assistant principals have the opportunity to discuss their concerns with their principals if they will take advantage of it. This information is especially important in situations in which assistants feel that they have little say about their job duties, and also in those cases in which assistants indicated that there were areas of school administration in which they would like to be
involved but did not have the time to do so because of other responsibilities. The conference is the proper means to provide input to the principal.

Proposition 14

As a member of the administrative team, the assistant principal has considerable influence on the principal in determining job responsibilities for the assistant principalship.

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<th>SA</th>
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</table>

All of the principals except one agreed with this proposition. One principal commented that he does listen and discuss job responsibilities with his assistants. He stated that there were certain requisites that have to be maintained because of central office or building regulations, but there should be room for flexibility also. Another principal who agreed with the proposition stated that the assistant principal has some degree of influence on the principal, but that it was difficult to assess how strong the influence is.

The assistant principals expressed agreement with this proposition, but it was not as strong as was that of the principals.
They do not feel that their influence on the principal is as strong as the principals perceive it to be. The responses to this proposition are consistent with the results of the two previous propositions. Assistant principals do not believe as strongly as principals that they can influence decisions made by principals concerning their own job responsibilities. In each response category, the percent of agreement was lower for assistant principals than for principals, and the percent of disagreement was higher for assistant principals although neither group chose the response "Strongly Disagree."

**Proposition 20**

Principals are unable to change the job responsibilities of their assistants because of central office regulations or Board policy.

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<td></td>
<td>(Total points received -36)</td>
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The responses of the principals and the assistant principals were closely matched, and both groups expressed disagreement with this proposition. Only two respondents out of sixty-six agreed with the proposition, and five were uncertain. A comment was made
by one of the principals who disagreed that it is true that these structures (central office regulations and Board policy) exist, but they need not be absolute. One of the principals who agreed with the proposition stated that he was unable to utilize his assistant principal in the manner he desired because the superintendent had transferred a number of duties from the superintendent's office to the assistant principal.

**Proposition 25**

*Principals will alter job responsibilities of their assistants based on the areas of strength and interest of the assistant principal.*

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The responses indicate strong agreement with this proposition by the principals, with thirty-one of the thirty-three choosing the response "Strongly Agree" or "Agree" and two choosing the response "Uncertain." One principal stated that if the principal is an alert, effective one, he will structure the duties of his assistants to capitalize on their areas of strength and interest. Another principal commented that he strongly agreed with the propo-
sition and felt that assigning duties according to the strength and interest of each individual was the major key to an effective administrative team.

The responses of the assistant principals are similar to those of the principals in expressing agreement with the proposition. Two of the assistant principals did not agree with the proposition.

The responses to this proposition are consistent with the responses to the other propositions pertaining to Hypothesis V.
### Summary Table for Hypothesis V

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<th>Proposition</th>
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<tr>
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Propositions 4, 12, 14, 20, and 25 tend to support Hypothesis V. Propositions 4 and 20 have a negative point value because they are stated in negative terms.
Summary and Analysis

The responses to the propositions pertaining to Hypothesis V indicate that both principals and assistant principals strongly agree that assistant principals can effect changes to bring their actual and expected roles closer together.

Neither principals nor assistant principals felt that assistant principals should not work toward changing duties which have been determined by the principal. This feeling reflects a recognition of the professional status of the assistant principalship which claims a right to have a voice in the decisions which are made affecting it as well as other areas of school operation. The agreement of the principals with this right illustrates their confidence in the judgment and abilities of their assistants. Working to accomplish change in a positive manner is an acceptable process which is far more desirable than reluctant compliance or refusal to contribute to the school operation. Each individual member of the administrative team can provide input which should be considered and judged on its value to the total program.

The most successful means of bringing about desired changes in the job roles of assistant principals is the conference with the principal. This fact is especially significant for assistant principals who do not have a working relationship with their principals which enables them to maintain a frequent and open line of communication. Honest discussion of various issues is essential if the principal wants to be objective and make decisions on the basis of the best information available rather than according only to his
own inclinations. It is understood that agreement will not be reached in every case, and the decision rests ultimately with the principal because of his authority and responsibility. However, the fact that the assistant principal has had the opportunity to express his views is much more defensible than his not being heard at all.

Conferences with the principal should be initiated by assistant principals whenever they feel a need to discuss areas of concern. In improving communication, they may also improve their working relationship with the principal.

The degree of influence of the assistant principal on the principal in determining job duties was perceived to be greater by principals than it was by assistant principals. One can infer from this that principals think that their assistants have greater impact upon them than the assistants think they do and that assistant principals can extend the range of their involvement in the administration of the school by exerting more influence on the principal to make recommended changes. The conference, as pointed out previously, is the appropriate means to accomplish this.

Neither principals nor assistant principals felt that principals were restricted in determining the job duties of their assistant principals by central office regulations or Board policy. An implication for superintendents is that their general directives may be interpreted and followed in varying degrees by their principals. In terms of job descriptions of the assistant principalship, the principal should definitely be involved in their development and discuss with the superintendent the degree of flexibility of inter-
pretation which the principal can make. Mutual agreement concerning areas which may be vague can prevent a misunderstanding developing at a later date. It follows that any such areas should also be fully explained to the assistant principal who is responsible for the performance of the duties.

It is even more important to clarify any statements of Board policy which may result in various interpretations. Superintendents should identify any areas of Board policy which are vague or ambiguous and rewrite them clearly so that the policies are enforced in a uniform manner throughout the district. Teachers, students, and parents demand and deserve consistent treatment, and this is impossible if different administrators are interpreting the same policies in different ways. Principals should certainly follow the limits of Board policy and work to change any policies which are detrimental to the efficient and educationally sound administration of their building. One can infer that the principals who participated in the study did not feel restricted by Board policy in changing the duties of their assistant principal only because Board policy was silent on the matter or that it was so general or vague that it provided no specific guidelines to be followed.

Both principals and assistant principals indicated that principals will alter job responsibilities of their assistants based on the areas of strength and interest of the assistant principal. This indication reinforces the point that the principal is the primary force in determining what the role of his assistant administrators will be. The effective principal should take advantage of the
different areas of strength of the members of his administrative team to maximize the effectiveness of the administration of the educational program. Each individual can then make a worthwhile contribution to the total program and feel that he is a valuable team member. Cooperation and communication thus become extremely important to the principal as he coordinates the efforts of his assistant administrators.

The implication for assistant principals is clear—they are able to bring about changes in their job responsibilities through conferences with their principals and by making their strengths and interests known.

The Interviews

In order to add depth to the study and to validate the responses obtained in the questionnaire, twenty of the responding schools were selected at random, and the principals and the assistant principals were individually interviewed. An interview guide (see Appendix B) was developed to standardize the thirty minute interview to some degree, yet the questions allowed those interviewed to respond freely with their opinions and perceptions about the assistant principalship in their school. If they had more than one assistant principal, principals were requested to respond to the questions in terms of the assistant principal who had participated in the study by previously filling out the questionnaire.

The additional data obtained in the interviews were consistent
with the data obtained in the questionnaire. Although no weighted point value was given to the interview data, this data did support the previous responses to the propositions used to test each hypothesis.

**Principals**

When asked to state the present job responsibilities of their assistant principal, the twenty principals who were interviewed listed the following fifty duties:

1. master schedule (9 principals)
2. student discipline (8 principals)
3. budget preparation (7 principals)
4. non-certified personnel (6 principals)
5. registration (6 principals)
6. student attendance (6 principals)
7. data processing (4 principals)
8. student records (4 principals)
9. teacher evaluation (4 principals)
10. building and grounds (3 principals)
11. curriculum development (3 principals)
12. guidance supervision (3 principals)
13. ID cards (3 principals)
14. building usage (2 principals)
15. department chairmen meetings (2 principals)
16. extra-curricular activities (2 principals)
17. instructional program supervision (2 principals)
18. parking lot supervision (2 principals)
19. staff records (2 principals)
20. student lockers (2 principals)
21. student staffings (2 principals)
22. student teachers (2 principals)
23. study halls (2 principals)
24. substitute teachers (2 principals)
25. supervision of deans (2 principals)
26. transportation (2 principals)
27. articulation with guidance department
28. assembly programs
29. bookstore
30. bus discipline
31. class visitation
32. curriculum guide
33. daily bulletin
34. department chairman of Industrial Education
35. fire drills
36. fire safety reports
37. in-service training
38. institutes
39. insurance program
40. research data
41. school calendar
42. school rentals
43. school sign board
When asked if there were any additional duties his assistant principal should have but does not presently have, thirteen or sixty-five percent replied there were not. These duties were listed as additions:

1. curriculum development (2 principals)
2. centralize and coordinate transportation
3. homeroom supervision administration
4. more positive parent contact
5. staff evaluation

One principal stated that he would like to assign some additional duties to his assistant principal, but the assistant had no time to perform any additional tasks.

When asked if any of the present duties of the assistant principal should be taken away, eleven or fifty-five percent stated that none should be taken away. Those who felt that some duties should be taken away listed these:

1. articulation with Junior High
2. attendance
3. discipline
4. girls' discipline (dean of girls to be added next year)
5. guidance
6. Industrial Education chairmanship
7. insurance program
8. non-certified personnel
9. registration
10. student course selection
11. transportation

All twenty of the principals felt that the assistant principalship as it presently existed in their building provided adequate training for a principalship. The following reasons were given:

1. close working relationship with the principal (3 principals)
2. administrative team approach (2 principals)
3. involved in all aspects of school operation (2 principals)
4. takes over from time to time (2 principals)
5. variety of experiences (2 principals)
6. additional duties assigned in summer when discipline load is less
7. because of various duties and interaction with principal
8. first-line position in major areas of operation
9. involved with many aspects of building operation
10. involved with parents, students, staff, and maintenance personnel
11. many responsibilities are delegated to the assistant principal
12. opportunities to make decisions and be in charge
13. total machinery of the school
14. wide involvement and much public relations work with parents

All twenty of the principals interviewed stated that their assistant principal provides input in determining his job duties. Conferences with the principal were most often the means of input. These comments were made concerning the assistant principal and his input pertaining to job duties:

1. annual review of duties with the principal
2. conferences often held with the principal and superintendent
3. constant communication to discuss problems
4. developed job description with the principal
5. developed by those in the position
6. duties change each year
7. exceeds minimum job specifications
8. good communication within the administrative team
9. individual conferences and written goals at the beginning of each year
10. may pursue any area of special interest
11. MBO used on an informal basis
12. on-going process of conferences with the principal
13. shares duties with the principal
14. summer review with all administrators
15. written objectives they would like to work on are formulated each year
Nineteen or ninety-five percent of the principals indicated that a written job description existed for the assistant principalship. One principal stated that this is the first year that he has had an assistant principal, and the job description is being developed by the two of them during the year. A large majority of the principals indicated that they felt a high degree of flexibility with the job description exists for the principal to alter the job duties of the assistant principal. One principal stated that there was little formal opportunity for him to change the job description as this was done by the superintendent and Board, but he felt that the job description was general enough to enable him to be flexible in assigning duties to his administrators.

The following general comments were made by principals concerning the assistant principalship in their school:

1. assumes any other duties as assigned by the principal
2. closely knit team with assistants showing initiative and willingness to take on additional responsibilities
3. only one assistant but deans are in charge of discipline and attendance
4. rely on the strengths and interests of the assistant principal as much as possible
5. takes over any duty the principal assigns
6. takes over in the absence of the principal
7. wants assistant principal to be able to take over the principal's job if it became necessary.
The twenty assistant principals who were interviewed listed the following thirty-nine duties as their job responsibilities:

1. master schedule (10 assistant principals)
2. student discipline (8 assistant principals)
3. budget preparation (7 assistant principals)
4. curriculum (7 assistant principals)
5. registration (6 assistant principals)
6. student attendance (6 assistant principals)
7. teacher evaluation (6 assistant principals)
8. summer school principal (5 assistant principals)
9. data processing (4 assistant principals)
10. extra-curricular activities (4 assistant principals)
11. non-certified personnel (3 assistant principals)
12. building and grounds (2 assistant principals)
13. building usage (2 assistant principals)
14. dean's office (2 assistant principals)
15. graduation (2 assistant principals)
16. guidance director (2 assistant principals)
17. school calendar (2 assistant principals)
18. staff supervision (2 assistant principals)
19. student records (2 assistant principals)
20. substitute teachers (2 assistant principals)
21. assemblies
22. bookstore
23. building operations
24. building rentals
25. bus transportation
26. coordinate special education
27. curriculum guide
28. daily bulletin
29. ID cards
30. insurance program
31. lay supervisors
32. Parent-Teacher Council
33. principal of adult education program
34. safety
35. staff records
36. student handbook
37. student teachers
38. study halls
39. textbooks

The assistant principals listed the following duties as being the most important of their responsibilities:

1. student discipline (8 assistant principals)
2. master schedule (7 assistant principals)
3. attendance (3 assistant principals)
4. curriculum (3 assistant principals)
5. budget preparation (2 assistant principals)
6. extra-curricular activities (2 assistant principals)
7. registration (2 assistant principals)
When asked if there were any other duties which they felt they should have, thirteen or sixty-five percent of the twenty assistant principals stated that there were not. Those who felt that they should have additional duties listed these:

1. budget preparation (3 assistant principals)
2. master schedule (3 assistant principals)
3. non-certified personnel
4. student activities
5. student teachers

The following duties were listed by assistant principals as present ones which should be taken away:

1. summer school principal (3 assistant principals)
2. minor discipline (2 assistant principals)
3. bus transportation
4. guidance supervision
5. minor supervision

Seventeen or eighty-five percent of the assistant principals stated that their present position provides adequate training for a principalship and gave these reasons:
1. They are involved in many areas of school operation (4 assistant principals)
2. Close working relationship with the principal (2 assistant principals)
3. Team approach (2 assistant principals)
4. Can learn all aspects of school operation
5. Duties are rotated from year to year
6. Front-line responsibility
7. Many duties are delegated by the principal
8. Oversees activities relating to staff, building and community

One assistant principal who did not feel that his present position provided adequate training for a principalship said that he felt that experience in dealing with attendance and discipline was important, and this experience was not part of his present assignment.

It was indicated that the training aspect of the assistant principalship could be improved by more involvement in the following areas:

1. Budget preparation (2 assistant principals)
2. Master schedule (2 assistant principals)
3. Curriculum work
4. Hiring teachers
5. Teacher evaluation

When asked how they provide input for determining their job responsibilities, seventeen or eighty-five percent of the assistant
principals stated that it was through conferences with the principal. Other means included:

1. administrative meetings with the principal and superintendent
2. close contact with the principal
3. developed job description with the principal
4. end of the year review
5. MBO conferences

Eleven or fifty-five percent of the assistant principals stated that they had been successful in changing some of their job duties. The most often used means of change was the conference with the principal. One assistant principal reported that he had been unsuccessful in changing any of his job duties, and eight or forty percent reported that they had not attempted to change any of their duties.

Eighteen or ninety percent of the assistant principals stated that there was a written job description for their position. Most of them perceived it to be very flexible for the principal in the assignment of their duties.

The following general comments were made by assistant principals concerning the assistant principalship in their school:

1. can get involved in anything
2. does anything delegated by the principal
3. first year in the job and refining it as time permits
4. gets into many situations each day that are not covered in the job description
5. good working relationship with the principal
6. important decisions are made in administrative meetings with significant input by assistant principals
7. must be prepared to take over the principalship at a moment's notice and run the school
8. now in the process of aligning priorities of the new job
9. performs many functions of the principal
10. provides service to students, teachers, administration, and community
11. relies heavily on secretary to assist with duties
12. team effort with dean, principal, and superintendent
13. would like an aide for minor duties
14. would prefer to be an administrative assistant

Summary and Analysis of the Interviews

A comparison of the data obtained in the interviews of twenty principals and their twenty assistant principals indicates that principals are well aware of the duties being performed by their assistant principals. The duties cover a wide area of responsibility with principals listing fifty separate duties and assistant principals listing thirty-nine separate duties for assistant principals. The inference can be made that principals have a good working knowledge of the various activities taking place within their building, especially when one considers the fact that almost all of the principals reported very accurately the same duties that their
assistants reported in a separate interview.

Student discipline and developing the master schedule were listed most often by assistant principals as their most important duties. It is interesting to note that while student discipline was reported to be one of the most important duties, it was also the duty most often mentioned as one which should be taken away from the assistant principals. As stated earlier, the principals should explore the feasibility of utilizing deans to handle the time-consuming but very important job of maintaining student discipline.

Principals and assistant principals closely agreed that no other duties should be added to the assistant with thirteen or sixty-five percent in each group supporting this viewpoint. Eleven or fifty-five percent of the principals felt that none of the current duties should be taken away from the assistant principal. Seven or thirty-five percent of the assistant principals agreed with the principals. In analyzing these statements, one can conclude that both principals and assistant principals view the job of the assistant as a very busy one with enough responsibilities at the present time; in fact two thirds of the assistant principals felt that some of their present duties should be taken away. The implication for principals is to closely evaluate the current work load of their assistants and to listen to their reasons which support their contention. If their case is valid, the principal should attempt to make the necessary changes in their assignments.

The principals and assistant principals were in strong agree-
ment that the assistant principalship with its current duties provides adequate training for a principalship. All twenty principals and seventeen or eighty-five percent of the assistant principals agreed. The principals listed fourteen different reasons and the assistant principals listed eight different reasons to support their viewpoint. What does this agreement mean in terms of future training programs for assistant principals? It means that the present structure of moving from the assistant principalship to the principalship will continue to be viewed as the most desirable progression in the steps of high school administrative advancement.

The three assistant principals who did not agree that adequate training for a principalship was being provided by the assistant principalship stated that more training in developing the master schedule and budget preparation was needed. Principals should attempt to provide more involvement for their assistant in these important areas of school operation if the assistants are not presently involved.

Concerning input from assistant principals for consideration in determining their job duties, all twenty principals responded that their assistant principals did have opportunity to provide input, and the conference with the principal was the usual means. This fact indicates that assistant principals are able to discuss issues with their principals in an open and professional manner. It is this type of communication in which one can freely express his ideas and opinions without fear of recrimination or ridicule that can be most productive. Principals and their assistants should
strive to maintain this type of atmosphere.

Of the twenty assistant principals interviewed, eleven or fifty-five percent said they have been successful in changing some of their duties through conferences with the principal. Eight or forty percent indicated that they had not attempted to change any of their duties. Only one assistant principal reported that he was unsuccessful in changing his job duties. With eleven out of twelve successful changes, the percentage increases to ninety-two percent.

This high percentage of success in changing job duties means that assistant principals are listened to and their opinions are respected by their principals. In order to retain this degree of respect, they must produce results and display competency in the performance of their duties. If they cannot adequately perform, they are faced with a change of responsibilities or perhaps even loss of their position.

Written job descriptions exist for almost all of the schools interviewed with nineteen or ninety-five percent of the principals and eighteen or ninety percent of the assistant principals stating that there is a written job description for the assistant principalship. Both groups agreed that a great deal of flexibility is given to the principal in terms of assigning job responsibilities to his assistant principal. This flexibility emphasizes the importance for assistant principals to develop the type of relationship with their principals in which they can work cooperatively and share in making important decisions which affect the school. How much or how little the assistant principal shares in the administration of
the educational program often depends on his own initiative and willingness to become involved.

A variety of insights about the principalship and the assistant principalship was obtained in the interviews. The overall impression received is that principals and their assistants are very cognizant of each other's duties and maintain a good line of communication between them. The assistant principals appear to be confident that they have the support of their principals and are valued as an important member of the administrative team. They seem to be examining their assigned duties more thoroughly and have been successful in aligning them with their own priorities. This process of alignment apparently takes place in a positive manner in conference with the principal. The assistant principals appear to be satisfied with the range and quality of training that they are receiving in their present position in terms of preparing for a principalship, although several assistant principals stated that they consider theirs a career position and have no desire to assume a principalship.

One can conclude that the high school assistant principalship is truly a professional position both as a training ground and as a management position in its own right. It requires individuals who have the ability to react and respond to a wide variety of situations and who can display good judgment in making decisions. It complements the principalship in providing educational leadership in the administration of the school's program.
The Job Descriptions

Job descriptions for the assistant principalship were obtained from twelve of the schools interviewed in the study. The descriptions range from general statements about the assistant principalship to specific lists of duties to be performed by the individuals occupying the position. In the interviews most of the principals stated that they used the job description more as a guide in assigning the duties of the assistant principal than as a rigid prescription.

The list of duties enumerated in the job descriptions indicates a wide range of involvement for assistant principals in many areas of school administration. This indication is consistent with the responses of the principals and the assistant principals who were interviewed. Several of the job descriptions contain a statement that in addition to any specific responsibilities listed, the assistant principal is expected to perform any other duties assigned by the principal. This statement gives the principal the flexibility to utilize the capabilities of his assistants in a manner which best suits his own leadership style.

The job descriptions were included in this study to provide additional background about the assistant principalship in the participating schools. They were not used in the analysis of propositions or in accepting or rejecting hypotheses. The job descriptions are provided in Appendix C as a useful reference to those who are presently developing or revising their own job descriptions.
Acceptance or Rejection of the Hypotheses

The acceptance or rejection of the hypotheses is based on the responses to a number of propositions used to test each hypothesis. One-half of the respondents were selected at random and were individually interviewed. The purpose of the interviews was to add depth to the study, and no weight was given to the interview data in determining the point value of the propositions used to test the hypotheses.

Hypothesis I

High school principals agree that the duties presently being performed by their assistant principals are the ones that the principal expects the assistant principal to perform.

The accumulated data support this hypothesis. The principals were well aware of the kinds of duties that were being performed by their assistant principals as evidenced by comparing interview data and indicated that they felt that these duties were appropriate to the position. Both principals and assistant principals agreed that the principal is in the best position to determine the job responsibilities of his assistant. Principals agreed that they should have total authority to determine the job duties of their assistant principals, and those interviewed stated that they did not feel restricted by job descriptions in assigning duties to their assistants.

In evaluating the performance of the assistant principal, principals agreed that other factors such as initiative and human relations should be considered as well as the actual job performance. Principals indicated that they would reassign to other personnel any duties they considered inappropriate to the assistant principalship,
and several were developing plans to accomplish this.

**Hypothesis II**

High school assistant principals agree that there are other duties they should perform in areas such as school management, student activities, and community relations in addition to the duties they presently perform.

In light of the accumulated data, this hypothesis can be accepted. The responses to the proposition pertaining to more community involvement for assistant principals indicated strong agreement. The assistant principals also felt that it should be a major responsibility of the assistant to be available to parents to explain school programs. The assistant principals were almost evenly divided on their role in extra-curricular activities, but responded slightly in favor of having the responsibility for developing and supervising extra-curricular activities belong to the assistant principal.

The interview results reinforced the viewpoint that assistant principals should be involved in many facets of the school operation, and a majority of the assistant principals interviewed stated that they felt they were developing more responsibilities in various areas of the school operation.

**Hypothesis III**

High school assistant principals agree that their actual functional role is limited primarily to administrative tasks such as pupil attendance and discipline but should involve the performance of more instructional leadership tasks.

The responses to the propositions indicate agreement among assistant principals that they should be involved in the performance of instructional leadership tasks such as teacher evaluation,
curriculum development, and in-service training of teachers. Although the importance of pupil attendance and discipline was recognized, assistant principals did not feel that they were limited primarily to these tasks. They indicated that they are presently involved in a wide range of duties throughout the school, and this involvement was strongly confirmed in the interviews as evidenced by the thirty-nine separate duties reported by those assistant principals interviewed. Based on the accumulated data, Hypothesis III is rejected.

**Hypothesis IV**

High school assistant principals agree that the assistant principalship does not provide adequate preparation and training for the principalship.

The data indicate strongly that this hypothesis is rejected. Assistant principals agree that their present position provides them with a good background which will be valuable to them if they assume a principalship. The concept of an internship as an alternative to the assistant principalship for the purposes of training was rejected by the assistant principals. Assistant principals believe that they are involved in a variety of duties which enable them to become familiar with many aspects of school administration. They believe that their duties are closely related to those of the principal and that this strengthens their background. The interviews confirm the questionnaire data in support of the value of the assistant principalship as a training ground for the principalship.
Hypothesis V

High school assistant principals can effect changes to bring their actual and expected roles closer together.

Based on the data obtained through the questionnaire and in the interviews, this hypothesis is accepted. Assistant principals report a high degree of success in changing their job duties. They are expanding their job responsibilities in many areas of school administration, and their input to the principal has enabled them to enlarge their scope of involvement throughout the school. They believe that they should initiate conferences with their principal to discuss job responsibilities, and it is primarily through this means that changes are accomplished. Neither principals nor assistant principals perceive job descriptions to restrict the flexibility of the principal in assigning various duties to his assistants. The data indicate that principals will consider the strengths and interests of their assistants in assigning job duties, and assistant principals are able to maintain the communication necessary to make their ideas and opinions known.
CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

Purpose of the Study

The purpose of this study was to analyze and compare the actual and the expected role of secondary school assistant principals. A secondary purpose was to determine whether or not the assistant principalship provides adequate preparation and training for the principalship.

Collection of Data

A questionnaire containing propositions used to test hypotheses was developed and mailed to forty Illinois secondary schools selected at random in Cook and Lake counties. Out of eighty questionnaires sent out, sixty-six were completed and returned.

In order to add depth to the study, twenty principals and twenty assistant principals selected at random from the respondents were individually interviewed by the author. The additional data was used to check the consistency of responses received in the questionnaire, but no weight was given to the interview data in accepting or rejecting the hypotheses.

Procedures

The following procedures were utilized to facilitate the completion of this study:

1. development of hypotheses on which the study is based
2. development of propositions used to test the hypotheses
3. development of the questionnaire
4. selection of participating schools and administrators
5. distribution and collection of the questionnaire
6. tabulation and analysis of the data
7. development of the conclusions and recommendations of the study

Conclusions

The following conclusions were derived from this study:

1. High school principals have extensive authority in assigning the job responsibilities of their assistant principals.

2. Principals concur that the duties being performed by their assistants are appropriate for the position.

3. Principals have an extremely accurate perception of the kinds of duties actually being performed by their assistants.

4. Assistant principals are satisfied with the duties assigned to them and agree that the job responsibilities are ones that they should perform.

5. Assistant principals are involved in a variety of tasks ranging from daily administrative procedures such as pupil attendance to instructional leadership tasks such as teacher evaluation and curriculum development.
6. Assistant principals favor the employment of deans to handle routine discipline matters.

7. Both principals and assistant principals strongly assert that the assistant principalship provides valuable preparation and training for a principalship.

8. The wide range of duties and the variety of tasks performed provide assistant principals with a strong background which will be extremely useful if a principalship is assumed.

9. Assistant principals do not consider the assistant principalship to be a career position.

10. Assistant principals consider the assistant principalship to be an important position which one should hold before moving to a higher level in school administration.

11. Assistant principals are continuing their graduate work beyond the Master's degree to improve their professional training.

12. Written job descriptions for the assistant principalship exist in the schools whose administrators participated in this study.

13. Job descriptions for the assistant principalship are very flexible and allow the principal to use his own discretion in assigning job duties to the assistant principal.

15. Assistant principals have been very successful in changing job duties to conform to their own priorities.

16. The means of change for assistant principals has been the conference with the principal.

17. Principals are willing to listen to the ideas and opinions of their assistants.

18. Assistant principals will take the initiative to discuss job concerns with their principals.

19. The administrative team concept in which assistant principals maintain close contact with the principal and share in decision-making is an effective and rewarding method of school administration.

20. Through membership on the administrative team, assistant principals can utilize their abilities to strengthen the administration of the educational program.

Recommendations

The assistant principalship in the modern secondary school is evolving into a dynamic and demanding position. As a result of this study, the following recommendations are made:

1. Principals should continue to welcome input from their assistant principals for consideration in determining the job responsibilities of the assistant principal.
2. Conferences between the principal and the assistant principal should be held on a regular basis for the specific purpose of determining job responsibilities, developing goals to be accomplished, and evaluating performance of assigned duties.

3. Job descriptions for the assistant principalship should be reviewed periodically and updated to reflect current practice. They should retain the flexibility which enables the principal to assign responsibilities based on the strengths and interests of his assistants.

4. Deans should be appointed to perform routine student discipline tasks. This will free assistant principals to increase the amount of time available for providing instructional leadership to the staff.

5. The administrative team concept is highly recommended as a structure for school administration. As a team, the principal and his assistants share the authority and the responsibility for the total school program.

Suggestions for Further Study

The findings of this study suggest that there are areas worthy of additional research. The following are offered as suggestions for further study:

1. A study of the assistant principalship in large cities should be conducted to determine if the conclusions found in this study regarding suburban secondary schools hold true for urban secondary schools.
2. A study of the attitudes of administrators toward the internship program for preparing administrators may reveal additional information which could be useful in improving the existing internship program.

3. A study of the assistant principalship as a career position should be undertaken to determine means by which the assistant principalship can be developed into a meaningful and rewarding position in itself.

4. Because of the fact that there were only two women out of the sixty-six secondary school administrators who participated in this study, a study is needed which examines the attitudes of school administrators toward women as administrators and the career aspirations of women in secondary education.

5. Further study should be undertaken to determine if a new title other than "Assistant Principal" would be more appropriate for the position, especially in those situations in which the role is primarily one of providing educational leadership.
APPENDIX A

PRINCIPALS AND ASSISTANT PRINCIPALS RESPONSE FORM

Part I General Information

Directions: Please supply the following information by checking or filling in the appropriate response. No reference to individual persons or schools will be made in this study. Please do not sign your name.

1. School enrollment.
   ____ under 1000  ____ 2501-3000
   ____ 1000-1500  ____ 3001-3500
   ____ 1501-2000  ____ 3501-4000
   ____ 2001-2500  ____ over 4000

2. Number of certificated staff members not including administrators.
   ____ under 50  ____ 151-175
   ____ 51-75  ____ 176-200
   ____ 76-100  ____ 201-225
   ____ 101-125  ____ 226-250
   ____ 126-150  ____ over 250

3. Number of administrators. ____

4. Number of Assistant Principals. ____

5. Grades served by your school. (circle grades served)
   7  8  9  10  11  12

6. Your age. ____

7. Your sex.  female ____  male ____

8. Marital status.
   ____ single
   ____ married
   ____ divorced
   ____ widow or widower

9. Number of years in present position. ____
10. Total years of experience in education. (include teaching and administrative) 

11. Highest degree attained to date. 
   - Bachelor's  
   - Master's  
   - Master's + 30  
   - Doctorate  

12. Your salary.  
   - under 15000  
   - 15000-17000  
   - 17001-19000  
   - 19001-21000 
   - 21000-23000  
   - 23001-25000  
   - 25001-27000  
   - over 27000  

13. What position did you hold immediately prior to your present position?  
   - teacher  
   - department head  
   - counselor  
   - assistant principal  
   - principal  
   - other (please specify) 

14. In what subject area did you teach before becoming an administrator?  
   - art  
   - business education  
   - driver education  
   - elementary  
   - English  
   - foreign language  
   - guidance  
   - industrial education  
   - mathematics  
   - music  
   - physical education  
   - science  
   - social science  
   - other (please specify)  
   - home economics  

15. What is your official title?  
   - Principal  
   - Assistant Principal  
   - Vice Principal  
   - Administrative Assistant  
   - Dean of Students  
   - other (please specify) 

16. What is the length of your work year?  
   - same as teaching staff  
   - 10 months  
   - 11 months  
   - 12 months with ___ days of vacation (please fill in)
17. How is your salary determined?

- based on teachers' salary schedule
- administrative salary schedule
- merit pay as determined by Superintendent and/or Board
- other (please explain) ____________________

COMMENTS: Please add any other comments which would be helpful in describing the principalship and the assistant principalship in your school.

Part II Job Responsibilities of Principals and Assistant Principals

Directions: Listed below are statements about the principalship and the assistant principalship. Read each statement carefully and indicate the degree to which you agree or disagree with the statement by circling the appropriate letter following each statement.

SA - strongly agree
A - agree
U - uncertain/undecided
D - disagree
SD - strongly disagree

1. A period of internship in which a person works closely with a principal would provide better training for a principalship than the same period of time spent as an assistant principal.

   SA   A   U   D   SD

2. The primary responsibility of assistant principals should be to maintain and control student discipline.

   SA   A   U   D   SD

3. It is important that a person have experience as an assistant principal before assuming a principalship.

   SA   A   U   D   SD
4. Assistant principals should not work toward changing any job responsibilities which have been determined by the principal.

SA A U D SD

5. The principal should reassign to other personnel any duties being performed by the assistant principal which the principal believes are inappropriate for the assistant principalship.

SA A U D SD

6. Principals should evaluate their assistants solely on the basis of their performance of assigned tasks.

SA A U D SD

7. Assistant principals should not be involved in the development and supervision of curriculum.

SA A U D SD

8. The principal is in the best position to determine the duties that his assistant should perform.

SA A U D SD

9. It should not be a major responsibility of the assistant principal to be available to parents to explain school programs.

SA A U D SD

10. Assistant principals should have more authority than they presently have to develop school regulations.

SA A U D SD
11. In-service training of teachers should be the responsibility of the principal or central office, not the assistant principal.

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12. Assistant principals should initiate conferences with their principals to review and discuss their job responsibilities.

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13. The variety of duties performed by assistant principals provides a good background of experience which will be helpful to them if they assume a principalship.

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14. As a member of the administrative team, the assistant principal has considerable influence on the principal in determining job responsibilities for the assistant principalship.

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15. The responsibility for enforcing pupil attendance rules should be given to classroom teachers rather than to assistant principals.

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16. Principals should have total responsibility and authority to determine the job duties of their assistant principals.

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17. The duties of the principal and the assistant principal are so different that there is very little carry-over value from the assistant principalship to the principalship.

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18. Assistant principals should be actively involved in classroom visitation and evaluation of the teaching staff.

**SA** - strongly agree  
**A** - agree  
**U** - uncertain/undecided  
**D** - disagree  
**SD** - strongly disagree

19. The duties assigned to assistant principals are too narrow in scope to enable them to become familiar with all areas of school operation.

**SA** - strongly agree  
**A** - agree  
**U** - uncertain/undecided  
**D** - disagree  
**SD** - strongly disagree

20. Principals are unable to change the job responsibilities of their assistants because of central office regulations or Board policy.

**SA** - strongly agree  
**A** - agree  
**U** - uncertain/undecided  
**D** - disagree  
**SD** - strongly disagree

21. Assistant principals should have the freedom to get involved with any facet of the school operation which interests them.

**SA** - strongly agree  
**A** - agree  
**U** - uncertain/undecided  
**D** - disagree  
**SD** - strongly disagree

22. Responsibility for developing and supervising extra-curricular activities should be given to assistant principals.

**SA** - strongly agree  
**A** - agree  
**U** - uncertain/undecided  
**D** - disagree  
**SD** - strongly disagree

23. Principals are very much aware of the kinds of duties being performed by their assistant principals.

**SA** - strongly agree  
**A** - agree  
**U** - uncertain/undecided  
**D** - disagree  
**SD** - strongly disagree

24. Assistant principals should become more involved with community groups as a representative of the school.

**SA** - strongly agree  
**A** - agree  
**U** - uncertain/undecided  
**D** - disagree  
**SD** - strongly disagree

25. Principals will alter job responsibilities of their assistants based on the areas of strength and interest of the assistant principal.

**SA** - strongly agree  
**A** - agree  
**U** - uncertain/undecided  
**D** - disagree  
**SD** - strongly disagree
APPENDIX B

PRINCIPAL INTERVIEW GUIDE

1. What are the present job responsibilities of your assistant principal?

2. a. Are there any other duties he should have but does not have?
   b. Should any of the present duties be taken away?

3. Does the assistant principalship as it now exists in your building provide adequate training for the principalship? Why?

4. Does your assistant principal provide any input in determining his job duties? In what ways?

5. a. Is there a written job description for the assistant principalship in your district?
   b. How much flexibility exists for the principal to alter job duties of the assistant principal?

6. May I have a copy of the written job description for the assistant principalship?

7. Please add any other comments which would be helpful in describing the assistant principalship in your school.
ASSISTANT PRINCIPAL INTERVIEW GUIDE

1. a. What are your present job responsibilities?
   b. Which ones are the most important?

2. a. Are there any other duties you feel you should have?
   b. Should any of the present ones be taken away? Which ones?

3. a. Does your present position with its current duties provide adequate training for the principalship?
   b. How could this aspect of the job be improved?

4. a. In what ways do you provide input for determining your job responsibilities?
   b. Have you been successful in changing any of your duties?

5. a. Is there a written job description for your position?
   b. How flexible is it?

6. Please add any other comments which would be helpful in describing the assistant principalship in your school.
APPENDIX C

JOB DESCRIPTIONS FOR THE ASSISTANT PRINCIPALSHIP

SCHOOL A

Assistant Principal

1. The assistant principal has major responsibility for the efficient administration of the school and the supervision of an efficient instructional program consistent with the policies of the Board of Education performed under direct supervision of the principal.

2. He/She will assume a share of responsibilities for discipline, preparing of the budget, requisitioning for supplies, use of the plant, summer school, and custodial services. Shall visit and assist in the evaluation of instruction and shall assist in its improvement through working particularly with new teachers.

3. If a building has two assistants, one may logically be responsible for teachers and instruction, with the other working more in the administrative area.

SCHOOL B

I. Position Title: Assistant Principal - Administrative Services

II. Position, requirements for:

A. Education
   1. Master's degree
   2. Illinois administrative certificate

B. Experience
   1. Three or more years of teaching
   2. Two or more years of previous administrative experience

C. Aptitude
   1. Ability to work cooperatively with both professional and non-professional personnel
2. Capacity to create and implement administrative procedures
3. Ability to assess strengths and weaknesses of both professional and non-professional staff and applicants for positions at either level
4. Ability to utilize, in cooperation with the E.D.P. staff, data processing facilities in the preparation of the school's master schedule for staff and students
5. Ability to administer the building in the absence of the principal

III. Working relationships

A. Is immediately responsible to the building principal

B. Works cooperatively with other administrators and staff, with special emphasis on projects relative to department chairmen.

C. Serves as a major advisor to the principal through his membership on the administrative council

IV. Compensation and Terms of Employment - Administrative Schedule - 12 months

V. Major functions

A. Develops, in cooperation with the principal, the chairmen of guidance and department chairmen, a master schedule for staff and students which best serves the instructional program

B. Develops and administers auxiliary services which support the instructional program, including, among others
   1. Approves of all substitute teachers
   2. Recommends for hiring all secretarial, clerical employees
   3. Overseeing of custodial services and the approval and processing of all custodial work orders
   4. Supervising the school bookstore

C. Assists in the interviewing and hiring of professional staff

D. Develops and administers procedures and maintains records relative to
   1. Attendance and sick leave for professional, secretarial, and clerical staff
   2. Professional leaves for teachers
   3. Monthly substitute teachers payroll
   4. Student grade reporting
5. Examinations schedules
6. E.D.P. work requests from staff
7. Summer school

E. Serves as the liaison between the school and bus companies contracted by the district

F. Supervises the effective utilization of building space and room keys

G. Performs such other duties as are delegated by the principal and acts as head of the building in the principal's absence

SCHOOL C

Assistant Principal:

1) Coordinate and implement the necessary and appropriate forms of student control.

2) Coordinate and administer the attendance of the District.

3) Maintain necessary building supervision during school hours as well as pre-school and post-school hours.

4) Plan and implement an appropriate assembly program.

5) Serve as Student Activities Director - establish schedule of activities and meetings.

6) Assist the Business Manager with implementation of the transportation program.

7) Develop and maintain the "School Calendar."

8) Plan and supervise the use of the auditorium and other facilities during school hours.

9) Represent the administration through attendance at extra-curricular activities.
STATEMENT OF POSITION RESPONSIBILITIES

JOB TITLE: Assistant Principal for Administrative Services

ORGANIZATIONAL UNIT: High School

ORGANIZATIONAL RELATIONSHIPS:

Reports to: Principal

Supervises: Dean of Students; Building Service Supervisor; Police Counselor; Business Clerk; Attendance Clerk; other assigned Educational Supportive Personnel.

GENERAL RESPONSIBILITIES:

Plans, supervises, and facilitates the activities, of building services and personnel not directly related to the instructional program. Through appropriate planning and supervision ensures the fulfillment of responsibilities in the area of building budget, student discipline, maintenance, student transportation, building utilization, and purchasing. Represents the high school to students, staff, and community, as required.

SPECIFIC DUTIES:

1. Supervises Dean of Students and attendance clerks in implementation of the high school's attendance reporting and accounting system.

2. Develops and supervises the high school's student management system in accordance with school and district philosophy and state requirements. Receives referrals of disciplinary situations through established guidelines and works with students and staff to achieve desirable behavior changes. Administers within established
policies the school's authority to discipline and/or suspend stu-
dents. Represents the high school to the students, parents, and
Board of Education, in cases requiring disciplinary action. Super-
vises the Police Counselor in the performance of his responsi-
bilities.

3. Organizes and supervises, through the high school's
Building Service Supervisor, the schedules for building maintenance,
repair, remodeling, etc. Develops statements of specifications and
alternatives for buildings alterations contracts. Supervises out-
side school contractors in the performance of their duties and
authorizes payments for services received.

4. Supervises and is responsible for the noninstructional
utilization of the high school building and physical plant. Super-
vises the development and maintenance of the high school's calendar
of activities and meets with individuals and community groups to
respond to requests for utilization of the school's facilities and/
or services. Signs contracts on behalf of the high school for
building rentals and services. Coordinates the Adult Education
program's utilization of the high school's facilities with the total
program of the high school.

5. Prepares for the Principal, the high school's annual budget
for capital improvements, equipment, repairs, and noninstructional
supplies. Receives requisitions from Department Chairmen/Division
Heads, verifies the validity of the item and availability of funds
within the established budgetary guidelines, and authorizes the
requisition to the business office for processing. Reviews bud-
getary status reports with Department Chairmen/Division Heads, building supervisors, and others as required. Prepares or delegates the preparation of assigned reports such as enrollment reports, annual report of rental room use, and busing reports.

6. Determines the high school's requirements to ensure compliance with district and state policies regarding bus transportation of students. Establishes bus routes, assigns students to buses, handles disciplinary problems arising from busing, and evaluates the school's transportation system. Schedules special buses for field trips, co-curricular activities, etc. Serves as school's liaison for students, parents, and busing contractors as required.

7. Organizes and supervises the high school's management of supplemental services for students, i.e., locker assignments, identification cards, etc. In cooperation with the other building administrators, supervises textbook inventories, determines replacement/rebinding requirements, and arranges for distribution and collection of textbooks to teachers and staff.

8. Maintains appropriate channels of communication with Division Heads/Department Chairmen through scheduled meetings and/or individual contact, to keep them informed of all policy decisions, changes, or other matters affecting their areas of responsibility as well as to maintain an awareness of their problems and needs.

9. Evaluates the performance of personnel as required and scheduled.

10. Keeps the building Principal informed on problems, special situations, and general matters related to discipline, building
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conditions, and other administrative services, and acts as a liaison with outside agencies as appropriate and as designated by the building Principal.

11. Maintains level of professional competence and currency through participation in regional, state, and national workshops, meetings, coursework.

12. Participates in special assignments and projects as required by the building or district administration.

SCHOOL E

Assistant Principal - Students

Assists the principal in the performance of his duties as they relate to the activities and control of students, including the Student Activities Program. He assumes the duty of the principal in the absence of the principal and Assistant Principal of Staff.

Directs the summer school program.

Coordinates and supervises the activities of deans, guidance director and guidance personnel, special education teachers and the reading clinicians.

Supervises and works cooperatively with the sponsors of student council, pep club, and the sponsors of other groups.

Promotes student participation in school activities.

Works cooperatively with the deans to foster and maintain desirable school citizenship on the part of all students.

Coordinates all student activities other than athletics, to include:

1. student activity accounts.
2. field trips.
3. assemblies.
4. student transportation.
5. the school calendar.
6. student scheduling.
7. Student Handbook revisions.
8. home tutoring of physically and emotionally handicapped students.

Perform such duties as assigned to him by the principal.

SCHOOL F

HIGH SCHOOL AREA PRINCIPAL

The High School Area Principals are responsible to the High School Building Principal as designated in the administrative structure of the school district. They are charged with carrying out school district policies and administrative rules and regulations. They are directly responsible for assigned curricular areas and in providing leadership in developing, organizing, implementing and evaluating an effective instructional program.

The High School Area Principal as an Administrator:

1. Administers specific curricular areas as assigned by the Building Principal.
2. Administers student personnel policies set forth by the Board of Education (attendance, student orientation, traffic and parking, discipline, etc.).
3. Administers extra-curricular class activities (winter dance, prom, graduation, class rings, etc.).
4. Conducts student/parent conferences for the purpose of positive behavior modification utilizing staff resources.
5. Contributes to the total administrative decision making process by sharing thoughts with and responding to the thoughts of other members of the administrative team.
6. Maintains a positive and informed relationship with students, staff and parents.
7. Serves as a liaison in matters pertaining to the North Central Association.
8. Aids the Building Principal and Department Chairmen in obtaining substitute teachers.

9. Assists the director of pupil personnel in the scheduling and registration process.

10. Collaborates with guidance counselors and teachers about pupil problems.

11. Assists in computer applications as they pertain to attendance, scheduling and grade reporting.

12. Directs student and staff orientation.

13. Develops the teacher and student handbooks in compliance with board policy.

14. Participates with the High School Building Principal in completing annual reports.

15. Recommends administrative rules and regulations as well as policies to the High School Building Principal.


17. Assists the High School Building Principal in the evaluation of the total school program and completes any other assignments made by the Building Principal.

The High School Area Principal as an Instructional Leader:

1. Participates in the administrative and curriculum planning for the district through membership in the Building Council, Student-Faculty Senate, etc.

2. Provides educational counsel to students, staff and parents.

3. Continuously evaluates the curricular area to which he is assigned.

4. Assists the High School Building Principal in the implementation and supervision of the instructional program.

5. Cooperates with the High School Building Principal in planning and conducting in-service programs for both students and faculty.

6. Assists the High School Building Principal in the recruitment and selection of professional staff.
7. Continuously seeks improved ways and means to facilitate learning.

8. Participates in the study and selection of instructional materials.

9. Works toward developing a team feeling among staff. (certified and non-certified)

10. Assists in curriculum development, including master schedule.

11. Provides leadership in the educational program.

12. Involved in the evaluation of teacher performance.

The High School Area Principal as a Supervisor:

1. Selects, supervises and evaluates non-certified personnel (para-professionals, secretaries, clerks) directly responsible to the area principals.

2. Coordinates, supervises and evaluates student teachers from various colleges and universities.

3. Continuously works toward a wholesome staff-supervisor relationship.

4. Keeps students and staff informed regarding administrative procedures and board policy.

SCHOOL G

STATEMENT OF QUALIFICATIONS FOR CANDIDATE FOR THE POSITION OF ASSISTANT PRINCIPAL

1 - Possess training which would permit a Limited All Grade Supervisory Certificate.

2 - Be available and willing to accept eleven (11) calendar months employment.

3 - Have demonstrated qualities of leadership in working with staff groups.

4 - Be informed about schedule making and possess the organizational ability necessary to prepare a master schedule and to section students to classes.
5 - Possess the managerial and organizational ability to direct an office engaged in varied activities.

6 - Possess the ability to accept the problems of the day, pleasant or unpleasant, and to maintain an even and balanced temperament.

7 - Possess a sympathetic understanding of students and their problems but able and willing to recognize the classroom teaching problems also.

8 - Possess the ability and temperament to work cooperatively and loyally wherein many responsibilities are delegated ones.

9 - Possess the ability to work with students in large numbers both curricularly and extra-curricularly.

10 - Possess the capacity to interpret the school's policy and program to the parents and to the community.

11 - Be available to give extensive supervision to out-of-class activities of students.

Assume direct responsibility for carrying out the major functions as listed in the Staff Handbook.

SCHOOL H

JOB DESCRIPTION: ASSISTANT PRINCIPAL

The Assistant Principal reports to the Principal and serves as Principal in his absence. He assists in the daily operation of the school with primary responsibility for student registration and scheduling. He regularly attends meetings of the Administrative Council, Board of Education and Department Chairmen. His duties are as follows:

1. Supervises all aspects of student registration, scheduling and orientation.

2. Cooperates with Director of Personnel in determining number of faculty members needs.

3. Cooperates with Department Chairmen in building master schedule and making class assignments to faculty members.

4. Prepares annual Program of Studies booklet.
5. Supervises collection, retention and dissemination of student records.

6. Prepares annual records on current and projected enrollment.

7. Coordinates all non-rental uses of school facilities and in cooperation with Business Manager develops school calendar of events.

8. Supervises all data processing functions and serves on Computer Cooperative Governing Board.

9. Supervises student attendance procedures.

10. Coordinates follow-up studies of graduates and drop-outs.

11. Coordinates student locker assignments.

12. Develops final exam schedule.

13. Serves as Summer School Principal.

14. Assumes other responsibilities assigned by Principal or Superintendent.

SCHOOL I

POSITION DESCRIPTION

POSITION TITLE: ASSISTANT PRINCIPAL - Educational Services

GENERAL CHARACTERISTICS:

Recruited by: Director of Personnel

Elected by: Board of Education

Term of election: One year

WORKING RELATIONSHIPS:

Reports to: Principal

receives guidance from: Superintendent, Administrators

Supervises: Secretarial personnel
Provides guidance to: 
Faculty
Staff
Students
Parents

SPECIAL CHARACTERISTICS OF THE POSITION:

Required experience or training:
Master's degree; state supervisory certificate; some administrative experience at the secondary level.

Desired experience or training:
Master's plus additional hours in the field of school administration; successful experience as a high school classroom teacher; experience as an administrator.

Special requirements of the position:
Strong leadership ability; ability to work effectively with groups, parents, and students; good writing and speaking abilities; creative and imaginative approach to problems; ability to make sound decisions and to withstand pressure.

PRINCIPAL CHARACTERISTICS OF WORK:

Types of activities performed frequently:
Supervising the scheduling of students, directing the preparation and maintenance of all student records, setting up the schedule for grade school visitation by counselors, cooperating in the developing of data processing applications in student and business accounting.

Types of activities performed occasionally:
Representing the school at professional meetings; participating in intra-school studies affecting his particular activity.

BASIC FUNCTION:

Administers the area of educational services for his particular building.

POSITION RESPONSIBILITIES:

Supervises the scheduling of students into appropriate classes.

Directs the preparation and maintenance of all student records.

Prepares master schedule of classes, enrollment materials, class lists and reports needed by teachers.

Assumes responsibility for all matters relating to supervision of secretarial personnel in his building.
Works cooperatively with department chairmen in the development of their department schedules and in compiling the master schedules.

Cooperates with the Director of Management Information Services in the efficient and effective use of computer facilities.

Takes responsibility for the continuous study, evaluation, and improvement of the total school program.

Consults with, and advises fellow administrators, including the department chairmen, in matters relating to his delegated responsibilities.

Assumes such other duties as the principal or the superintendent may, from time to time, request.

SCHOOL J

JOB DESCRIPTION - BUILDING MANAGER

I. Develop and implement the master schedule:
   a. Establishes a calendar and coordinates the preparation of all registration material.
   b. Establishes a calendar and coordinates the processing of student registration, the conflict matrix, the generation of the master schedules and scheduling of students.
   c. Supervises and controls all facets of the master schedule.

II. Coordinates data-processing services in the building:
   a. Accurate processing of entering and dropping students.
      1. Initiating and updating data
      2. Sending proper information to Central Data Bank
   b. Initiates cumulative record file.
      1. Keeps file up-dated
      2. Sends current information to Central Data Bank
   c. Coordinates, updates and distributes:
      1. Report cards
      2. Class lists
      3. Teacher lists
      4. Grade distribution reports
d. Initiates and key punches the following cards:

1. Fee cards
2. Bus cards
3. Test score cards
4. Textbook cards
5. Personality cards

e. Establishes a calendar for processing student registration, conflict matrix, generation of master schedule and scheduling students.

III. Provides for distribution and collection of textbooks:

a. Textbooks efficiently distributed and collected each term
b. All books properly labeled and recorded on IBM cards
c. Keeps records of lost books and issues a list to the registrar and bookkeeper for payment of fines
d. Maintains up-to-date textbook inventory
e. Coordinates the ordering of textbooks with the directors

IV. Oversees the operation of the school bookstore:

a. Maintains stock of school supplies (pencils, papers, etc.) for students
b. Sells materials for specific subjects: example—art supplies, shop supplies, paperbacks
c. Maintains up-to-date inventory and pays all bills. (Meets requirements for certified audit)

V. Maintains and coordinates building usage:

a. Develops and maintains an operative procedure for building usage
b. Prepares and maintains building usage calendar

VI. Employs, deploys and evaluates security staff and lay supervisors:

a. Security Officers

1. Investigates problems related to theft, vandalism, assault, trespassing and other matters dealing with building security
2. Represents the school in court hearings involving charges brought by the school against persons for trespassing, truancy, assault, theft and vandalism, etc.
3. Provides security for all school events upon request
4. Supervises school parking facilities
5. Assists in the general supervision in the building
6. Aids in evacuating students during fire drills
b. Lay Supervisors

1. Controls hall traffic and prevents students from loitering in washrooms and other designated areas
2. Supervises student cafeteria and student lounge
3. Aids in evacuating students during fire drills
4. Directs visitors to the building office to register for visitor's pass

VII. Coordinates the procurement and assignment of substitute teachers:

a. Secures substitute teachers and keeps accurate records of teacher absentees
b. Compiles payroll for substitute teachers
c. Maintains daily sign-in, sign-out attendance sheets for non-certified personnel

VIII. Supervises the inventory and distribution of operational supplies:

a. Distributes operational supplies to teachers upon request—stencils, ditto masters, chalk, paper clips, manila folders, thumb tacks, rulers, glue, staples, erasers, scratch pads, etc.
b. Maintains up-to-date inventory of operational supplies
c. Distributes and maintains inventory of all keys
d. Distributes incoming and outgoing mail

IX. Coordinates dates for field trips

X. Supervises staff and student parking areas:

a. Registers and distributes parking stickers to staff and students wishing to use school parking facilities
b. Provides security for school parking areas

XI. Prepares, justifies and controls the budget of all programs under his jurisdiction:

a. Plans budget based on staff and material needs
b. Completion of PPBS forms

XII. Maintains student records and provides for student registration:

a. Provides for registration of new students
   1. Provides all forms
   2. Makes appointment with counselor to schedule student for classes
b. Maintains an updated, cumulative record file on all students
c. Keeps courses, credits, grades updated on transcript
d. Provides for student withdrawals and transfers
e. Keeps accurate count of student enrollment

XIII. Coordinates the collection of student fees and fines:

a. Communicates with parents and students on fees and fines that are due
b. Provides follow through on unpaid fees and fines

XIV. Provides clerical service to teachers including typing, collating and duplicating functions:

a. To develop an instrument for evaluation of service provided

XV. Supervises communication services:

a. Provides for proper use of the P.A. and student bulletins
b. Provides for adequate telephone service throughout the building
c. Enforces board policy with regard to distribution of posters or leaflets throughout the building

XVI. Organizes advisory committees:

a. Frequency of meetings
b. Completed PPBS forms and minutes of advisory committees
c. Establish communication between committee and staff, students and community

XVII. Coordinates and supervises fire drills:

a. Provides guidelines to staff and students on proper execution of fire drills
b. Complies with the state law requiring one test fire drill per month
c. Communicates with fire department on false alarms, etc.

XVIII. Coordinates the revisions and implements the distribution of the program planning guide and student handbook:

a. Coordinates the revisions to be included in each booklet
b. Provides for printing of booklets
c. Implements proper distribution of booklets

XIX. Develops and implements procedures for I.D. card assignment for all students:
a. Provides procedures for I.D. card replacement
b. Provides for I.D. card including bus transportation and special activities

XX. Coordinates the all-school assembly program:
   a. Informs staff and students of seating arrangements
   b. Makes the necessary building usage arrangements

XXI. Responsible for duties of the Building Principal during his absence

XXII. Provides an inventory of capital equipment:
   a. Establishes procedures for an annual inventory of capital equipment

XXIII. Coordinates Special Services and Cafeteria requisitions

XXIV. Employs, deploys and evaluates non-certified clerical personnel:
   a. Quality of the evaluations performed in regard to:
      1. Ability of non-certified staff to perform normal and additional duties to meet deadlines, etc.
      2. Ability of non-certified staff to work with faculty, directors, co-workers and students

SCHOOL K

Assistant Principal
Job Description

The Assistant Principal reports directly to the Principal. His tasks include the following:

1. Plan, develop, and implement the master schedule. To perform this task he develops and implements all registration procedures; he works with Department Chairmen to prepare schedule specifications and to determine specific teacher assignments. All reports on enrollment data are his responsibility.

2. Develops and monitors the budget. He is responsible for managing and controlling expenditures and for developing, cooperatively with other staff members, the school budget.

3. Manages the various phases of general building operation. In this capacity he has responsibility for the following:
a. Administration of all custodial and maintenance services. He will meet weekly with the Building Manager and every other week with the District Operations Manager to assure coordination of services.

b. Building coordination of school rentals.

c. Issuance and control of keys.

d. I.D. cards.

e. Locker assignment and control.

f. Control of all transportation; related to this the Assistant Principal must approve all field trips whether or not transportation is involved.

g. Development and control of calendar.

h. Issuance of the daily bulletin.

i. Develop and implement a better security system, within the limits of budget and personnel realities.

4. Coordinates all data processing services with the District, including issuance of grade reports and other computer services.

5. Organizes and supervises the general homeroom program for the school.

6. Assists in the teacher supervisory program by sharing responsibility for supervision of tenured teachers.

7. Participate in total review of homeroom.

8. Develop proposal for reallocation of administrative aide personnel with focus on "systems" person.

9. Explore need to change freshman registration system; plan next steps.

SCHOOL L

JOB TITLE: Assistant Principal for Instructional Services

ORGANIZATIONAL UNIT: High School
ORGANIZATIONAL RELATIONSHIPS:

Reports to: Principal

Supervises: Division Heads/Department Chairmen; Directors of Pupil Personnel Services; Librarians; A-V Director; Educational Support Personnel

GENERAL RESPONSIBILITIES:

Provides instructional leadership to and supervision of Division Heads and educational support personnel in the areas of curriculum development and instruction. Develops the master schedule and programs to meet the needs of the students throughout the year. Through planning and appropriate budgetary control, ensures that required facilities and materials are available to accomplish the above. Represents the high school to staff, students, and community, as required.

SPECIFIC DUTIES:

1. Provides leadership, encouragement and guidance to Division Heads/Department Chairmen to ensure a balanced, viable, and flexible educational program is developed in the school which will meet the continuing as well as changing needs of the students and the community. Keeps the building Principal informed on problems, special situations, and general matters related to curricular and instructional services.

2. Works through the Division Heads/Department Chairmen to compile the data needed to prepare the Master Schedule which permits the most efficient allocation of personnel and facilities for instructional purposes for the coming school year.

3. In conjunction with the Division Heads/Department Chairmen is responsible for the development of the building's instructional supplies and equipment budget, for approval by the Principal. Reviews with Division Heads/Department Chairmen, their budgetary status as required through the school year. Evaluates the performance of personnel as required and scheduled.

4. Responsible for the summer school program to include its staffing, curricular offerings, registration, scheduling, supervision, reporting, and accounting.

5. Is responsible for and works through the Division Heads/Department Chairmen to assure that substitute teachers are employed to cover regular instructional staff absences.
6. Serves as the school's primary representative to the District Curriculum Council, and acts as a liaison with outside agencies as appropriate and as delegated by the building Principal.

7. Provides supervision and direction to the Registrars to insure that the preparation, maintenance and submission of designated student records/reports is accomplished in accordance with school and district policy. Prepares or delegates the preparation of assigned reports such as federal and state minority reports, state aid, failure notices, end-of-year report, and honor roll data.

8. Maintains appropriate channels of communication with Division Heads/Department Chairmen through scheduled meetings and/or individual contact, to keep them informed of all policy decisions, changes, or other matters affecting their areas of responsibility as well as to maintain an awareness of their problems and needs.

9. Coordinates the activities of and provides supervision to, the A-V Director, Librarians, EDP Operator, and assigned educational supportive personnel.

10. Assists in student control at evening and/or Saturday scheduled events.

11. Maintains level of professional competence and currency through participation in regional, state, and national workshops, seminars, meetings, etc., and formal course work.

12. Participates in special assignments and projects as required by the building or district administration.
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III. UNPUBLISHED MATERIAL


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APPROVAL SHEET

The dissertation submitted by Jerry Michael Neumann has been read and approved by the members of the School of Education.

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 with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

[Signature]

[Date]

Signature of Advisor