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AN INVESTIGATION AND ANALYSIS OF  
TASKS AND BEHAVIORS OF ASSISTANT PRINCIPALS  
IN SELECTED IOWA HIGH SCHOOLS

by

Donald E. Hanson

A Dissertation  
Submitted to the  
Faculty of the Graduate College  
in partial fulfillment  
of the  
Degree of Doctor of Education

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## CHAPTER I

### STATEMENT OF THE PROBLEM

#### Introduction

The embryonic secondary school in the United States, relatively small and administratively uncomplicated as it was, did not require full time administrators. As increasing numbers of pupils went on to secondary schools and as schools grew in size and function, a distinct need for full time administrators developed; first the principal and then the assistant principal. While there is a degree of understanding about the position requirements for the principalship, the assistant principalship has evolved without an adequate sense of direction or underlying philosophy. The assistant principal's duties and responsibilities have developed, not from careful planning, but on the basis of selected delegation and expediency.

Prior investigation has been directed toward identifying and describing the role, responsibilities, and duties of assistant principals.

In a departure from methods employed in previous studies that have focused on role, responsibilities, and duties, the present study has been designed to determine the essential competencies for successful school administration at the level of the assistant principal. This design has given rise to the need for the determination of the actions or behaviors of assistant principals which show effective or

ineffective performance of acts contributing to the purpose of the position. The procedures used in this study have been designed to develop a definition of the basic requirements of secondary school assistant principals in Iowa. The requirements will be presented in the form of a list of types of behaviors considered to be effective as judged by their principals. Thus the purpose of the study will be to provide data regarding effective and ineffective behaviors of assistant principals for their use in the position and for principals who may allocate the position responsibilities. In addition, the findings may give some direction to institutions involved in educational leadership preparation programs.

#### The Problem

The problem which this study proposes to investigate may be presented in terms of several questions. They are:

1. What are the basic tasks required of assistant principals?
2. What behaviors do assistant principals manifest that demonstrate effectiveness in fulfilling the purpose of the assistant principalship?
3. What behaviors do assistant principals manifest that demonstrate ineffectiveness toward fulfilling the purpose of the position?
4. What relationships exist between the basic requirements for the position of the assistant principal and specific personal and professional qualifications and characteristics of position incumbents and selected school environmental conditions?

## Objectives

The specific objectives of the study are:

1. To determine the basic tasks required of assistant principals.
2. To determine the purposes for the assistant principalship.
3. To obtain the description of the behaviors of secondary school assistant principals as observed by their respective principals and judged to be either effective or ineffective.
4. To analyze the requirements to determine any relationship to specific personal and professional qualifications and characteristics of the position incumbents and specific school environmental conditions.
5. To make the findings available to the Iowa Assistant Principals Association and to the office of the State Superintendent of Public Instruction, both of whom have supported this investigation.

## Definition of Terms

The following definitions were adopted to delineate specifically terms used throughout the study:

1. Basic requirements: Those behaviors which are crucial in making a difference between doing a job effectively and doing it ineffectively.
2. Critical behaviors: Those specific acts on the part of a professional school administrator which seemed to contribute

- directly to success or failure in a specific situation.
3. Critical incident: An observable human activity occurring in a situation where the purpose or intent of the act seems fairly clear to the observer and its consequences are sufficiently definite so that there is little doubt concerning its effects.
  4. Critical task: One whose non-performance will be detrimental to the outcomes needed for successful administration.

#### Significance of the Problem

The assistant principalship, now commonplace in the public school, has never acquired full status in its own right, nor has it received attention in the literature commensurate with its importance. The reasons for this are apparent. Initially the position, as an assistant to the principal, encompassed those tasks that were delegated by the principal. It was assumed that the position requirements would be basically similar to those of the principal. With the advent of school reorganization and with rapid population growth, school size has increased, accentuating the need for administrative assistance. For example, in the state of Iowa, normal growth and school reorganization has led to the development of seventy-four assistant principalships in the past twenty years. In 1950 there were seventeen schools employing assistant principals, but in 1970, according to the Iowa Educational Directory (1970), ninety-one high schools in the state listed one or more assistant principals on their administrative rosters. Currently, assistant principals with

professional orientation in specific areas are assuming ever increasing responsibilities, yet the assistant principalship remains difficult to describe and the title commonly refers to a broad range of activities within the school. It is at this administrative level where the daily tasks, effectively carried out, contribute heavily to the quality of education. Because of the proximity to both teachers and pupils, the actions of the assistant principal profoundly influence the development of a climate for learning. The decisions of the assistant principal, singly and collectively, add quality to, or subtract from, each day's education of every child.

The Report of the Assistant Principalship (1970, p. 17) developed by the National Association of Secondary School Principals supports this conclusion:

In essence, the assistant held things together; he was the man who was the operational leader on an hour-to-hour basis. . . . Beneath all the trivia there is an important fact lurking--the assistant principal is the man who makes the school go. He is the one who plugs the gaps wherever they are and sees that things get done.

Recognizing the potential influence of the individual in this position it is apparent that there is a need for research addressed specifically to the requirements of the position.

#### Assumptions

This study depends in its development on some basic assumptions:

1. The behaviors which contribute, either effectively or ineffectively, to the accomplishment of the purpose of the assistant principalship are observable.
2. The secondary school principals of Iowa are competent to

- judge the behaviors that they observe.
3. The principals will have divergent opinions about the purposes for the assistant principalship, yet at the same time they will view the position from a common frame of reference.
  4. A knowledge of the significant relationships between the behaviors of assistant principals and specific variables related to (1) characteristics of the assistant principals and (2) the school setting is valuable.
  5. A knowledge of the activities in which assistant principals are involved is valuable.
  6. The reliability and validity of the instrument used in this study are assumed. The instrument used is described in detail in Chapter III.

#### Limitations of the Study

This study is limited to the investigation and analysis of tasks assigned to assistant principals and to the behaviors manifested by assistant principals that may be described as effective and ineffective toward accomplishing the purpose of the position.

Furthermore, this study seeks to identify only those relationships between the effective and ineffective behaviors of assistant principals and specific variables related to the position incumbents and to selected variables within the school environment.

The basic requirements as developed from the critical incidents are limited by the demand for precision in wording and abstraction.

The development of the categories is as objective as possible; however, the condition above is stated as a limitation.

#### Summary and Overview

A questionnaire was developed to assist in analyzing the tasks and behaviors of assistant principals. A checklist of tasks obtained from the literature, supplemented and validated by authorities in the field, was administered to selected high school principals in Iowa. Data from the checklist provided the basis for the analysis of the tasks assigned to assistant principals.

The procedure utilized to identify the behaviors manifested by assistant principals in carrying out the tasks involved the use of the critical incident technique developed by Flanagan (1954) and modified by Robins (1954).

Based upon the steps given above, the investigation followed this pattern:

1. Critical incidents, task assignment data, and control data were obtained from selected high school principals.
2. Task assignments were analyzed.
3. Critical behaviors were abstracted and analyzed.
4. A classification system was developed.
5. Basic requirements for the assistant principalship were ascertained.
6. The basic requirements were analyzed in terms of the control data.
7. Conclusions were made based upon the findings.



### Organization of the Remaining Chapters

Chapter II, which is a selected review of the literature, will identify the trends that have developed regarding the philosophical base of the assistant principalship, list the areas of responsibility wherein assistant principals function, and identify specific tasks carried out by assistant principals.

Chapter III describes the procedures used in collecting the data. Here are discussed the types of data gathered, the development of the instrument for securing the data, the techniques for putting the instrument to use, and the selection of the population from which the data were secured.

Chapter IV provides an analysis of the data which were collected. This includes:

1. A listing of the tasks of assistant principals.
2. A presentation of the basic requirements for the assistant principalship.
3. An analysis of the basic requirements in terms of specific control data.

Chapter V includes a discussion of the findings and conclusions relative to the discussion.

A summary of the investigation comprises the sixth chapter, which concludes the report.

## CHAPTER II

### A REVIEW OF LITERATURE

The purpose of this chapter is to review studies pertinent to this investigation. They will be presented under three general headings: (1) The development of the assistant principalship in Iowa, (2) The nature of the assistant principalship, and (3) The areas of task involvement.

A central thought in citing such research is to (1) establish an understanding of the philosophical base for the assistant principalship, (2) note both similarities and dissimilarities in the type and extent of assistant principalship involvement in school activities, and (3) note further trends in the development of the position and identify administrator attitudes toward the assistant principalship.

#### Development of the Position in Iowa

The movement toward school reorganization together with normal population growth has resulted in increased school enrollments and, correspondingly, in increased demands upon high school principals. The assistant principalship has evolved to relieve the high school principal of many of the routine tasks which developed as a result of increased numbers of students.

The Iowa Educational Directory (1971) shows the increases in the number of assistant principals over a period from 1951 to 1971.

In the school year 1950-51, there were 834 approved high schools in the state of Iowa, employing 17 assistant principals. Ten years later, in 1960-61, the total number of approved high schools had been reduced to 562 with 36 assistant principals. According to the report of the Iowa High School Directory (1971), out of 512 public high schools, 91 employed one or more assistant principals on their administrative rosters.

In each of the school years, 1950-51 and 1960-61, there were three female assistant principals. Currently there are no women serving in the position in Iowa high schools.

#### The Nature of the Assistant Principalship

The literature relating to the assistant principalship reveals a general lack of agreement regarding the precise nature of the job. In spite of this ambiguity there are elements that provide a common frame of reference for discussion of the position.

The Report of the Assistant Principalship (1970, p. 17) succinctly describes the equivocal nature of the tasks associated with the assistant principalship as follows:

The work he does, or is expected to do, seems in some cases to have been decided on by the principal as he developed his working relationships with his assistant principal. In other schools it apparently has evolved out of the total school situation as the principal, the assistant, the staff, and the students hammered out, in a sense, the assistant principal's job through the impact of the incidents of day-to-day school life.

In an article describing the "new image" of the assistant principal, Coppedge (1968) points out that it would nearly be impossible to describe briefly the position. He contends that the job

should identify more nearly with the duties of the principal rather than with the duties of a guidance counselor or dean.

Similarly, a California high school principal (1967) suggests that there is no formula for delineating an assistant principal's duties. It should be understood that the position may encompass whatever tasks that are likely to prevent the principal from effectively carrying out his prime responsibility, the supervision of instruction.

Still another philosophical approach to the assistant principalship was stated by Boardman (1946, p. 7):

This position should serve as an internship for the position of principal, and should include experiences in curriculum, guidance, and supervision. Standardization of the position in all secondary schools is neither feasible nor desirable, but greater uniformity is desirable.

In his study of the assistant principalship in large cities, Jarrett (1958) concluded that very little had been done to develop clear-cut lines of responsibility or authority for assistant principals. In two-thirds of the school systems studied, no formal designation of responsibility to the assistant principal was made for the areas including curriculum development, instruction, training of newly assigned personnel, plant management, or community relations.

In contrast, Harlow (1957) suggested the team approach to the administration of the secondary school. In recognizing that there are increasing pressures and complexities in large high schools, it is apparent that there is a need for clearer delineation of duties within the administrative team. He recommended employment

of four assistant principals: a planning assistant, a materials assistant, a personnel resources assistant, and an evaluation assistant. The four assistants together with the principal would form the foundation for a teamwork approach to educational administration.

A team effort was also espoused by Hunt and Pierce (1958) as they encourage the delegation of definite authority in specific areas to the assistant principals. Frequently principals have involved themselves in duties that should have been delegated, including those that had little to do with the leadership and curricular function. Further the same authors suggest that instead of functioning as a "leg man" for the principal, the assistant principal and the principal should plan together in a team effort to develop procedures and duties that would facilitate the implementation of school policies.

In a summation of the literature relating to the nature of the position, Michaels (1965) pointed out that there are three "common denominators" for the position: regardless of specific duties, the assistant principal is an implementer, a decision maker, and a suggestor within a complex school environment. Michaels concluded that the assistant principal's handling of these roles not only determines his personal success but also, to a large measure, the success of the school.

#### Areas of Task Involvement

In an attempt to assess the scope of the assistant principalship

involvement, the Report of the Assistant Principalship (1970) identified six broad areas under which the activities of assistant principals were grouped. These areas included: (1) school management, (2) staff personnel, (3) community relations, (4) student activities, (5) curricular and instruction, and (6) pupil personnel. According to this study, assistant principals had the highest percentage of involvement in the activities categorized under pupil personnel.

Weiss (1953) studied the assistant principalship in the Middle Atlantic States. It was found from this investigation that assistant principals devoted 29.3 per cent of their time to the area of administration and school management. Other areas of involvement and the percentages of time devoted to each were: pupil welfare and related conferences, 20.7 per cent; routine office and clerical work, 14.3 per cent; staff supervision, 12.0 per cent; and professional and community activities, 10.8 per cent.

In accord with this, Pfeffer (1965) summarized the findings reported by 143 assistant principals in New Jersey. Duties which assistant principals considered most important were categorized under the following headings: pupil personnel, supervision, public relations, and organization and administration.

A similar study by Long (1957) in the state of New York surveyed 355 assistant principals. The most common duties were concentrated in areas of pupil personnel and relations with parents.

An investigation carried out by DeSimone (1964) in the state of Pennsylvania questioned 81 high school principals as to the role of

their respective assistant principals. The study identified six broad areas of administrative responsibility for assistant principals: (1) administration and school management, (2) pupil personnel services, (3) guidance services, (4) research and testing, (5) public relations, and (6) curriculum and supervision.

These studies seem to indicate the involvement of assistant principals in nearly all the broad areas of secondary school administration, but the two areas of involvement reported most frequently were pupil personnel and administration and school management.

#### Specific task involvement

To gain further insight into the position and at the same time to point out common elements related to the assistant principalship, the literature was examined in terms of the specific tasks in which the position incumbents were involved.

In his book on secondary school administration, Douglass (1954) recommends that an assistant principal's involvement should include conferring with callers, management of athletics, handling situations in the classroom, managing finances of student activities, exercising leadership in programs of curriculum development, and handling situations in which pupils come to the office.

In an early study by Wright (1939), information was secured from 194 assistant principals located in cities of more than 20,000 population. The percentage of assistant principals wholly or partly responsible for the specific duties in rank order were:

(1) conferences with pupils, 100 per cent; (2) conferences with parents, 94.3 per cent; (3) behavior problems, 93.3 per cent; (4) student registration, 74.2 per cent; and (5) attendance, 73.2 per cent.

The Report of the Assistant Principalship (1970) provides similar data revealing thirteen tasks which may be the core of the typical assistant principal's life. Listed as follows are the administrative tasks for which, in a majority of the schools surveyed, the assistant principal has full or shared responsibility, exercises high level discretion in performing them, and makes contributions of major or indispensable importance: pupil discipline, pupil attendance, guidance program, provision of instructional materials, evaluation of teachers, curriculum development, master schedule, public relations, school policies, teacher selection, orientation for new teachers, special arrangements at school opening, and emergency arrangements.

Several writers report a slightly different view of the assistant principal's task involvement. Smith (1966), in his investigation of 263 assistant principals in high schools of over 1,000 enrollment in the North Central Accrediting Association, listed in rank order the tasks performed personally by assistant principals: (1) administering the school in the absence of the principal, (2) parent conferences regarding pupil discipline, (3) pupil attendance, and (4) pupil discipline involving suspensions. Smith (1966) also reported in a rank order distribution the tasks that were shared with the high school principal as follows: (1) representing the school



at professional meetings, (2) representing the school at community functions, (3) participating in educational matters before the public, and (4) developing the school philosophy.

A recent study by West (1968) of the task involvement of assistant principals in Mississippi shows that the major task performed by assistant principals is that of serving as principal when the principal is not available.

In discussing high school administration in the future, Stanavage (1967, p. 21) predicted:

The tasks of devising the schedule, of delivering kids, teachers, and supplies to the right spot at the right time, of hoarding records, and of retarding the clocks the traditional two minutes will be passed on to assistant principals. These will be career people, able specialists in the various phases of school operation, ranging from plant maintenance to student accounting. The principal, in concert with the staff, will determine the educational parameters in which these people will operate. The detail work will be their concern and delight.

It is apparent that the specific task involvement of assistant principals extends from assuming total responsibility in the absence of the principal to adjusting the school clock. A majority of the writers, however, indicate that the tasks most frequently assigned to the assistant principal include responsibility for the formal pupil discipline and pupil attendance.

#### Trends in the Development of the Assistant Principalship

A major revision of a prominent text on secondary school administration by Jacobsen and others (1954) indicates a trend toward a greater professional orientation for the assistant principal. It

was significant that the earlier edition regarded the function of the assistant principal as one primarily associated with guidance, with duties including counseling, subject choices, personal conduct, college choice, and vocational choice. The revised edition no longer regards the position as a part of the guidance program but indicates a closer likeness to the principalship.

Similarly, in discussing the development of the position, Ovard (1969) states that the assistant principalship is becoming an increasingly important position in the larger school systems. The tasks assigned to the assistant principal have traditionally been those the principal felt least qualified to handle or those he preferred not to handle. Student discipline and attendance were ordinarily assigned to an assistant principal. Other duties frequently assigned were other pupil personnel functions, student activities, and clerical functions. As schools innovate and develop new approaches in curriculum, organization, and teaching methods, the role of the assistant principal also seems to change. As the school takes on a "new look," supervision, scheduling, curricular planning, and other tasks of a professional nature are being added to the list of responsibilities.

Finally, from his review of the literature related to the assistant principalship, Gillespie (1961, p. 59) makes this summary statement:

The scope of duties and responsibilities of the assistant principal has changed from a narrow range of clerical and routine activities to a broad range of administrative and supervisory functions. Some authorities view this position as a proper internship for the principalship, while others

think of it as a career position within itself. More persons see the position as one embracing both of these general functions, depending upon the personal qualities and ambitions of the person involved and upon the particular school situation.

#### Attitudes Toward the Assistant Principalship

The present study is based upon the responses of high school principals to questions regarding task involvement and on-the-job behaviors of assistant principals in carrying out the assigned tasks. An element that is common to much of the literature suggests that there are some job dissatisfactions which have resulted in part from discrepancies in the perceptions of principals and assistant principals regarding the role the assistant plays in the on-going school operation. It seems pertinent to this study that these references be cited. Concern about role perception is voiced by the Report of the Assistant Principalship (1970, p. 47):

The impression created is that more principals than assistant principals have positive perceptions of the role the assistant principal plays in the life of the school. Apparently, principals more frequently than assistant principals believe that assistant principals are invested with a substantial measure of responsibility for important functions of the school that require the exercise of good judgment. These differences in viewpoint, though small in themselves, when taken together and combined with other findings of this study, suggest that some disharmony exists between the way an assistant principal understands the range and character of his duties and the way the principal sees them.

Sensing a like concern, Kindsvatter (1970), in his study of role strain, suggests that often the functions of assistant principals are neither in focus with, nor challenging to, the qualifications of the position incumbent. For example, it was suggested that the

specific assignment of an assistant frequently does not permit him to participate in the tasks with a professional orientation. Not being able to engage in such activities may be inconsistent with his own perceptions of what "should be." A discrepancy between what tasks are actually assigned to him by the principal, and what he perceives as desirable then exists, constituting a source of role strain. The study reports considerable dissatisfaction with certain aspects of the assistant principalship.

A recent investigation by MacDonough (1970) reveals a discrepancy between the tasks for which assistant principals feel they should be responsible and the tasks for which they are actually responsible. Assistant principals were often preoccupied with limited duty areas, and reported responsibilities for such things as keys, lockers, and lunchrooms. It was a consensus that their duties should involve them in educational leadership roles including planning the school program, advising the principal, and assisting in the decision making process.

Finally, from Smith (1966, p. 112) a similar concern is voiced:

From this evidence and much of what has been reported elsewhere, it is unmistakably clear that if this position is to attract and hold individuals of talent and energy, the nature of the position must be redefined in such a manner that this position in the administrative structure has its own meaning and value.

#### Summary

An examination of selected literature related to the assistant principalship reveals the following: (1) the job encompasses several broad areas of involvement but foremost are the areas of

pupil personnel, management and administration; (2) there is a trend toward a more professional orientation associated with the position; (3) specific tasks most frequently assigned to the assistant principal include activities involving pupil and parent contacts; and (4) principals view the position with a greater regard and respect than do the position incumbents.

## CHAPTER III

### DESIGN OF THE STUDY

The review of literature in Chapter II documented developments in regard to the philosophical base of the assistant principalship, showing some of the changes that have occurred during the last twenty years. Closely allied with the adjusted dimensions of the assistant principalship was the identification of tasks and areas of responsibility of the position incumbents. The foundations laid in the previous chapter were directed toward achieving an understanding of the scope and dimensions of the assistant principalship.

Described in Chapter III are: (1) the selection of the population from which the data were secured, (2) the types of data gathered, (3) the organization of the data, and (4) the development of the instrument.

#### Sample

The problem of sampling is particularly crucial in survey research. The subjects in this study included the total population of all principals in Iowa high schools that have administrators termed "assistant principal," "associate principal," or "vice principal." The total population included ninety-one high school principals.

Hence, the sample and the population in this study are exactly the same group. The percentage of returns was slightly more than

ninety per cent. The data collected from these Iowa high school principals should, therefore, be representative of the whole population. This is supported as follows by Good (1963, p. 283) when commenting on survey studies with a high percentage of questionnaires returned:

Errors of judgment and of statement had an opportunity to correct and to balance one another and by so doing yield a net total which will be a reasonable approximation of the truth.

#### Collection and Organization of the Data

Upon completion of the identification of the population of the study, the survey technique decided upon was the questionnaire, utilizing both the checklist to identify assigned tasks, purposes for the assistant principalship and control data; and the critical incident technique to identify effective and ineffective behaviors of assistant principals.

#### The checklist

The checklists were designed by the investigator and were based largely upon lists of administrative experiences gathered from the literature on the role of the administrator.

Graff and Street (1956) devoted a complete chapter to the tasks of the administrator. Their aim was to identify competent behaviors in the performance of a particular job. They divided the job of educational administration into seven operational areas: (1) curriculum and instruction, (2) staff personnel, (3) student personnel,

(4) school plant, (5) organizational structure, (6) finance and business organization, and (7) transportation.

Campbell (1966) described the following major task or operational areas of the school administrator: school-community relationships, curriculum and instruction, pupil personnel, staff personnel, physical facilities, and finance and business management.

Investigation by Smith (1966) included similar lists of administrative responsibilities with extensive listings of specific tasks. Items included on the checklists were selected from these studies.

A list of 58 administrative tasks was selected from the previously mentioned resources on school administration. The list of tasks was organized under five major headings, including the following administrative functions: (1) pupil responsibilities, (2) staff responsibilities, (3) program responsibilities, (4) public interest responsibilities, and (5) administrative responsibilities. The checklist was then organized so that the respondent could designate whether the task was assigned primarily to an assistant principal or whether it was shared with the principal or if it did not apply or was not assigned.

The closed checklist was used in an effort to keep the instrument to a reasonable length and to encourage completion and return. Since, however, it is basic to allow all possible answers, an extra category asking for "other" closed each major section of the checklist.

Mouly (1963, p. 248) supported this approach in the following comment regarding open and closed questionnaires:



The question of whether to use the open or closed questionnaire can be resolved only on the basis of the usual criteria of the validity, reliability, and usability, and, inasmuch as most of the problems to be covered in education are varied and complex, a combination of the two is generally better than the exclusive use of one.

#### The critical incident

The procedure utilized to identify behaviors of assistant principals involved the use of the critical incident technique developed by Flanagan (1954). The critical incident was defined in Chapter I as an observable human activity occurring in a situation where the purpose or intent of the act seems fairly clear to the observer and its consequences are sufficiently definite so that there is little doubt concerning its effects.

In applying the critical incident technique to education, Good (1963, p. 321) stresses that it is essential to include the following aspects:

Observation of on-the-job behavior, evaluation of significant success or lack of success in meeting the aims of the job, reporting incidents which led to marked success or failure in meeting the aims of the job, and treatment of the data in such incidents so as to isolate and categorize the critical elements of the job.

To determine significant behavior, secondary school principals, as qualified observers, were asked for reports of incidents involving assistant principals that were: (1) negatively effective or led to failure and (2) positively effective or led to unusual success. Each incident reported must have dealt with one or more acts of behavior concerned with a particular situation. Critical incidents provided a partial picture of individual assistant principals

in that these incidents revealed effectiveness or ineffectiveness as evidenced by observable behavior.

Criteria were established for the determination of the usability of the critical incidents obtained. These criteria are given as follows:

1. Subject: The person whose behavior was described in an incident must have been a high school assistant principal in one of the selected Iowa high schools.
2. Observability: The incident reported must have been a description of an observed activity. Activities which were observed were not restricted to the school situation since it was felt that the nature of the assistant principalship is such that this official may act in ways outside the school situation which affect his successful or unsuccessful performance of the job.
3. Objectivity: The incident should have been an objective description of behavior. Complete objectivity could not be insured since the selection of the critical incidents to report was determined by the respondent. Such selection was a matter largely of the respondent's subjective judgment; however, it was assumed that principals were as well qualified as any group to make such judgments. It was also assumed that the descriptions of extremes of behavior as desired in this study, that is, judgments as to whether the actions contributed to the purpose of the assistant principalship or affected the attainment of the purpose

adversely, provided a greater degree of objectivity than descriptions of those behaviors which were more nearly average for the group observed.

4. Judgment: The observer must have reported the act observed as either effective or ineffective in accomplishing the purpose of the assistant principalship.
5. Completeness: The description of the critical incident should have been so complete that the behaviors contained in the incident could be readily ascertained or that inferences could be reliably made.

From the report of the incidents involving the assistant principals, the behaviors were abstracted and categorized to form a picture of job essentials.

#### Abstracting the critical behaviors

The process of abstracting the behaviors began with a recording of each incident on index cards. Next incidents were tested for usability against the criteria as previously mentioned and were either accepted or rejected.

Abstracting the behaviors from the critical incidents involved the identification and separation of the critical behavior from the descriptive matter contained in the incident. Since incidents usually contained several behaviors, some important to the study and some incidental, it was necessary to establish standardized procedures to ascertain which behaviors were critical and which were used as means of communicating the complete picture.

In developing a procedure, the question used in the instrument, which called for a description of what the assistant principal did, ordinarily elicited a response which stated the critical behavior explicitly. Another question asked of the respondent, which requested the reason why the observed action was judged to be effective or ineffective, was used as a further indication of the behavior which the respondent viewed as critical. Thus, the process became one of answering the following questions: (1) What did the observed assistant principal do? (2) Why was this considered effective or ineffective?

To illustrate the abstraction process the following critical incident is provided:

The situation: Our students had requested more involvement in the operation of the school.

What the assistant principal did: After developing guidelines with the principal, the assistant established an advisory committee composed of students and faculty.

Why do you think this act was effective? The group has functioned effectively and we have noticed some improved student attitudes.

In this incident, two critical behaviors were abstracted. One behavior dealt with the action of working with superiors, and the other that of organizing task groups. These were categorized with similar behaviors which gave rise eventually to one or more of the basic requirements of the assistant principalship.

In the example given above, the critical behaviors came from the part of the incident which stated what the assistant principal did. The importance of these behaviors was further reinforced by the respondent's explanation of why they considered these actions as effective performance.

#### The categorization process

Modifying Flanagan's (1954) process slightly, the categorization began by utilizing a general classification structure developed from Part I of the questionnaire, the five general areas of administration. The process then involved the movement of specific observed behaviors through various levels of generalizations until the final requirements were derived.

The critical behaviors abstracted were compared to discover similarities which existed. These similarities were determined on the basis of the total critical behavior rather than upon the commonality of the situations in which the behavior occurred.

As additional critical behaviors were abstracted, they were combined with previously abstracted behaviors on the basis of their inherent commonality. Statements were written to describe each group and given a coding number to expedite the processing of each new category and sub-category.

As each new incident was read, it was subjected to the same process of abstracting the behavior, analyzing to determine the commonality with previously abstracted behaviors, and classifying the behaviors into the system. Additional data tended to change the

classification structure in that new behaviors gave rise to new groups and the blending of behavioral groups into categories necessitated re-analysis of the entire data periodically.

This process was carried out with the assistance of three practicing school administrators, each acting independently, but using identically coded data cards. In a relatively small number of cases, differences of opinion as to the proper categories appeared. When further analysis of the responses could not be agreed upon, the behaviors were omitted from further analysis and were discarded.

Through this treatment, utilizing the critical behaviors contributed by the secondary school principals in the selected Iowa high schools, a list of what may be termed the basic requirements for the assistant principalship was derived.

#### The Instrument

The instrument that was ultimately used in the study was developed, reviewed, and re-designed with the assistance and cooperation of Western Michigan faculty personnel, practicing school administrators and doctoral graduate students. The questionnaire was field-tested in Flint, Michigan, and in some of the out-county schools in Genesee County, Michigan, giving a representation of both large and small, urban and rural schools. Each respondent was asked to make comments about the questionnaire itself in order to assist in identifying questions that seemed ambiguous to him, to suggest questions that might be included in the questionnaire, and to suggest ways in which the questionnaire might inherently be improved.

For an examination of the instrument used by the investigator, the reader is referred to Appendix A.

Further statistical treatment of the data in this study was carried out through the Bureau of Research of the University of Northern Iowa, Cedar Falls, Iowa, with the intent of establishing relationships between the basic requirements for the assistant principalship and specific personal characteristics of the position incumbents and specific school environmental conditions.

## CHAPTER IV

### ANALYSIS OF DATA

The basic problem which this study proposed to investigate is analyzed and presented in the following form. The initial part includes the collection of data, an inventory of the tasks in which Iowa assistant principals are reported to be involved, an analysis of the bases for specific task assignments, the source of authority for task assignment, and the purposes for the assistant principalship. Part two presents a taxonomy of the basic requirements for the assistant principalship and an analysis of the requirements in terms of the control data.

#### Collection of the Data

Questionnaires were mailed on November 2, 1970, to 91 high school principals, constituting the total population of Iowa secondary schools employing assistant principals. A follow-up post card reminder was mailed November 23, 1970, to those principals who had not responded. Of the 91 mailed questionnaires, 82 were returned in usable form, 90.1 per cent.

A few respondents chose not to answer certain parts of the questionnaire. This accounted for some variation in the numbers reported on the various tables found in this chapter.



## Analysis of Task Involvement

The instrument which was sent to the selected Iowa high school principals contained a checklist of 58 tasks which, according to previous investigation and the literature on school administration, often are a part of the job of assistant principals. The respondents were asked to report which tasks were: (1) assigned primarily to an assistant principal, (2) shared with the principal, and (3) not assigned or not applicable.

Data summarized in Table 1 and Appendix B indicate that, of the tasks performed primarily by assistant principals, accounting for pupil attendance was reported by 91.4 per cent of the respondents. Tasks assigned to more than 50 per cent of the assistant principals included: assigning detention, 64.6 per cent, and issuing permits to leave the building, 64.6 per cent. The rank order distribution, according to percentage of primary responsibility for the remaining 55 tasks, ranges from 48.7 per cent for administering locker and home-room assignments to 1.2 per cent for each of the following: conducting faculty meetings, evaluating teacher performance, observing teachers in the classroom, evaluating the program, working with curriculum committees and developing the budget. It is significant that only five of the 58 tasks were not reported by at least one of the respondents as a primary responsibility of assistant principals. Reported once each by four respondents as "other" tasks were: supervising student teachers, coordinating the drug education program, developing better articulation with feeder schools, and

TABLE 1  
RANK ORDER OF THE TASKS FOR WHICH  
THE ASSISTANT PRINCIPAL IS  
PRIMARILY RESPONSIBLE

Rank order	Task	Per cent
1	Accounting for pupil attendance	91.4
2	Assigning detention	64.6
2	Issuing permits to leave the building	64.6
3	Administering locker and home-room assignments	48.7
4	Directing homecoming activities	47.5
5	Handling pupil suspensions	45.1
5	Administering pupil insurance	45.1
6	Supervising award assemblies	43.9
7	Conducting parent conferences relating to pupil conduct	41.4
8	Supervising the student council	40.2
8	Directing fire and safety drills	40.2
9	Preparing athletic eligibility lists	36.5
10	Supervising non-school day functions	31.7
10	Directing pupil registration	31.7
11	Developing time student handbook	29.2
12	Adjusting individual pupil programs	28.0

Note: The complete rank order list of 58 items is presented in Appendix B.

serving as liaison with youth serving groups in the community.

Tasks shared with the high school principal

Many of the tasks in which assistant principals are involved are shared with the high school principal. These tasks in which the responsibility is shared directly with the high school principal are shown in Table 2 and Appendix B with a percentage range of 96.3 for evaluating teacher performance and conferring with individual

teachers to 3.6, serving as class advisor. Thirty-seven of the listed tasks are shared by 50 per cent or more of the respondents and their respective assistant principals.

TABLE 2  
RANK ORDER OF THOSE TASKS FOR WHICH THE  
PRIMARY RESPONSIBILITY IS SHARED  
WITH THE PRINCIPAL

Rank order	Task	Per cent
1	Evaluating teacher performance	96.3
1	Conferring with individual teachers	96.3
2	Evaluating the program	89.0
3	Developing building policies	87.8
3	Conferring with patrons, non-pupil discipline	87.8
4	Preparing other records and reports	86.5
5	Working with small groups of teachers	81.7
5	Observing teachers in the classroom	81.7
6	Preparing staff bulletins	80.4
7	Developing the school philosophy	79.2
8	Inspecting the buildings and grounds	76.8
9	Representing the school at meetings, P.T.A., etc.	73.1
10	Supervising office personnel	70.7
11	Conducting faculty meetings	69.5
12	Counseling with pupils	68.2
12	Supervising staff development	68.2
13	Planning for "open house and career days"	65.8
13	Working with curriculum committees	65.8
13	Preparing student bulletins	65.8
14	Directing the school publicity	63.4
15	Selecting teachers	62.1
16	Preparing the school calendar	60.9

Note: The complete rank order list of 58 items is presented in Appendix B.

### Total task involvement of assistant principals

In order to show the total task involvement of assistant principals, the percentages for those tasks which are the primary responsibility of the assistant principal and those which are shared with the principal are combined.

Total task involvement of the assistant principals range between 98.7 per cent for accounting for pupil attendance to 19.5 per cent for administering the "mothers to be" program. Table 3 shows the top rated items by percentage rank order distribution.

From an examination of Table 3 it may be noted that more than 50 per cent of the assistant principals were involved in 49 of the 58 tasks listed. These data give evidence of the extent to which assistant principals are involved in the day-to-day operation of the school.

### The Areas of Responsibility

In an effort to analyze further the responsibilities of assistant principals, the tasks were grouped under the headings developed for the questionnaire, as shown in Tables 4 through 8, each presented in a rank order distribution. Remarks concerning the data related to the tasks within each of these areas are contained in the following paragraphs.

#### Administrative responsibilities

Grouped by areas of responsibility, the highest percentage of

TABLE 3

RANK ORDER OF THOSE TASKS FOR WHICH THE ASSISTANT PRINCIPAL  
IS PRIMARILY RESPONSIBLE COMBINED WITH THOSE  
THAT ARE SHARED WITH THE PRINCIPAL

Rank order	Task	Per cent
1	Conferring with individual teachers	98.7
1	Accounting for pupil attendance	98.7
2	Conducting parent conferences relating to pupil conduct	97.5
2	Evaluating teacher performance	97.5
3	Handling pupil suspensions	96.3
4	Conferring with patrons, non-pupil discipline	93.9
5	Issuing permits to leave the building	92.6
5	Preparing other records and reports	92.6
6	Supervising non-school day functions	91.4
7	Evaluating the program	90.2
7	Directing fire and safety drills	90.2
7	Supervising award assemblies	90.2
8	Developing the student handbook	88.9
9	Developing building policies	87.9
10	Assigning detention	84.1
11	Preparing student bulletins	84.0
11	Counseling with pupils	84.0
12	Inspecting buildings and grounds	83.1
13	Observing teachers in the classroom	82.9
14	Preparing staff bulletins	82.3
15	Working with small groups of teachers	81.7

Note: The complete rank order list of 58 items is presented in  
Appendix B.

assistant principalship involvement was reported in the area of  
"administrative responsibilities." Data regarding the 12 tasks  
within the area show that 91.4 per cent of the assistant principals  
are assigned tasks involving them in accounting for pupil attendance  
and administering locker and home-room assignments. No other tasks  
were assigned to more than 50 per cent of the assistant principals.  
These data, presented in Table 4, support the contention that the

assistant principalship encompasses many routine and clerical types of activities.

TABLE 4

RANK ORDER OF THE TASKS WHICH ARE THE PRIMARY RESPONSIBILITY OF THE ASSISTANT PRINCIPAL WITHIN THE AREA OF ADMINISTRATIVE RESPONSIBILITIES

Rank order	Task	Per cent
1	Accounting for pupil attendance	91.4
1	Administering locker and home-room assignments	91.4
2	Administering pupil insurance	45.1
3	Directing fire and safety drills	40.2
4	Preparing athletic eligibility lists	36.5
5	Preparing student bulletins	18.2
5	Accounting for supplies and equipment	18.2
5	Allocating the public use of the building	18.2
6	Managing the cafeteria	9.7
7	Inspecting buildings and grounds	7.3
8	Preparing other records and reports	6.1
9	Handling requisitions and invoices	4.8
10	Preparing staff bulletins	2.4
11	Developing the budget	1.2

Pupil responsibilities

The category of "pupil responsibilities" ranks a close second to "administrative responsibilities" when consideration is given to frequency of area involvement.

Two responsibilities listed in this section are assigned to more than 50 per cent of the assistant principals. Assigning detention and issuing permits to pupils for leaving the building are the responsibility of 64.6 per cent of the assistant principals. These data point to a close involvement with pupils within an extensive list of activities. Table 5 presents this information.

TABLE 5

RANK ORDER OF THE TASKS WHICH ARE THE PRIMARY RESPONSIBILITY  
OF THE ASSISTANT PRINCIPAL WITHIN THE AREA OF  
PUPIL RESPONSIBILITIES

Rank order	Task	Per cent
1	Assigning detention	64.6
1	Issuing permits to pupils for leaving the buildings	64.6
2	Handling pupil suspensions	45.1
3	Conducting parent conferences relating to pupil conduct	41.4
4	Supervising the student council	40.2
5	Directing pupil registration	31.7
6	Adjusting individual pupil programs	28.0
7	Supervising pupils in the halls, cafeteria	17.1
8	Counseling with pupils	15.8
9	Making home visits	12.1
10	Serving as class advisor	8.5
11	Testing and research	7.3

Public interest responsibilities

There are nine responsibilities included in this category and it is evident from the data presented in Table 6 that assistant principals have only a moderate number of assignments in this area. Not one of the responsibilities listed is assigned to more than 50 per cent of the assistant principals. Directing homecoming activities and supervising award assemblies are tasks assigned to 46.5 and 39.9 per cent of the assistant principals respectively.

Program responsibilities

Less than one-third of the respondents reported that their respective assistant principals are assigned primary responsibility

TABLE 6

RANK ORDER OF THE TASKS WHICH ARE THE PRIMARY RESPONSIBILITY  
OF THE ASSISTANT PRINCIPAL WITHIN THE AREA OF  
PUBLIC INTEREST RESPONSIBILITIES

Rank order	Task	Per cent
1	Directing homecoming activities	46.5
2	Supervising award assemblies	39.9
3	Supervising non-school day functions	31.7
4	Supervising commencement activities	19.5
5	Planning for "open house and career days"	8.5
6	Conferring with salesmen	7.3
7	Conferring with patrons, non-pupil discipline	6.1
8	Directing the school publicity	4.8
9	Representing the school at meetings, P.T.A., etc.	2.4

for any of the nine tasks listed in this section. Table 7 shows that 29.2 per cent of the assistant principals are assigned the task of developing the student handbook and only 15.8 per cent of the assistants have the primary responsibility for administering the summer school and building the master schedule. These data indicate that the primary responsibility for program involvement rests in other hands than the assistant principal.

Staff responsibilities

There are eight tasks that are categorized under the heading of staff responsibilities. Table 8 shows that it is this category that reports the least primary involvement for assistant principals. Primary responsibility for supervision of substitute teachers is limited to 9.7 per cent of the assistants, and 7.3 per cent of the assistants supervise office personnel.



TABLE 7

RANK ORDER OF THE TASKS WHICH ARE THE PRIMARY RESPONSIBILITY  
OF THE ASSISTANT PRINCIPAL WITHIN THE AREA OF  
PROGRAM RESPONSIBILITIES

Rank order	Task	Per cent
1	Developing the student handbook	29.2
2	Administering the summer school	15.8
2	Building the master schedule	15.8
2	Preparing the school calendar	15.8
3	Administering the "mothers to be" program	6.1
4	Coordinating the North Central Association evaluation	4.8
5	Selecting textbooks	2.4
6	Working with curriculum committees	1.2
6	Evaluating the program	1.2

TABLE 8

RANK ORDER OF THE TASKS WHICH ARE THE PRIMARY RESPONSIBILITY  
OF THE ASSISTANT PRINCIPAL WITHIN THE AREA OF  
STAFF RESPONSIBILITIES

Rank order	Task	Per cent
1	Supervising substitute teachers	9.7
2	Supervising office personnel	7.3
3	Working with para-professionals	6.1
4	Supervising cooks and custodians	4.8
5	Conferring with individual teachers	2.4
6	Conducting faculty meetings	1.2
6	Evaluating teacher performance	1.2
6	Observing teachers in the classroom	1.2

## Assignment of the Tasks

Assistant principals receive their position assignments from a variety of sources. Table 9 records the source of authority for assigning the tasks of the assistant principals. Of the 82 principals reporting, 46 or 56.1 per cent indicated that it was the high school principal who assigned the tasks of the assistant principal.

TABLE 9  
SOURCE OF AUTHORITY FOR THE ASSIGNMENT OF  
THE TASKS OF THE ASSISTANT PRINCIPAL

Authority	Number reported	Per cent
High school principal	46	56.1
Superintendent	5	6.2
Director of secondary education	2	2.4
Tasks are not specifically assigned	3	3.7
Combination of superintendent and principal	22	26.8
Team composed of principal, superintendent, assistant superintendent, and director of secondary education	2	2.4
Combination of principal, superintendent, and assistant superintendent	2	2.4
Totals	82	100.0

Twenty-two principals reported that the assignments were made by a combination decision of the superintendent and the high school principal. The superintendent makes the assignment of the tasks of the assistant principal in five schools while two respondents indicated the assistant principal's responsibilities were assigned by a

team composed of superintendent, assistant superintendent, high school principal and the director of secondary education. The director of secondary education assigned the tasks to the assistant principal in two schools, and three principals reported that the assistant principal's tasks are not specifically assigned. Another two respondents reported that the tasks were jointly assigned by the superintendent, assistant superintendent and the high school principal. It is significant that while the task assignment involved several other administrative officials, the high school principal was involved in all but two of the cases reported in this study.

#### The Basis for Task Assignment

Of the 68 principals who reported that it was either the complete or partial responsibility of the high school principal to assign the tasks to the assistant principal, 55 or 80.8 per cent indicated that the basis for the specific assignment was special competencies and strengths of the individual assistant principal. Nine respondents or 13.2 per cent reported that the basis for assigning specific tasks was their own dislike for the task. Responses that were listed as "others" included: to provide for an equitable division of labor, to give the principal the areas most directly related to instruction, for the needs of the total program and to involve the assistant principal in the daily operation of the school. These data are summarized in Table 10.

TABLE 10  
BASES FOR TASK ASSIGNMENT

Bases	Number reported	Per cent
Special competencies and strengths of the assistant principal	55	80.8
Principals' dislike for the task	9	13.2
An equitable division of the labor	1	1.5
To give the principal the area most directly related to instruction	1	1.5
For the needs of the total program	1	1.5
To involve the assistant principal in the daily operation of the school	1	1.5
Totals	68	100.0

#### Purposes for the Assistant Principalship

In order to develop an understanding of the philosophical base of the assistant principalship and to gain insight into its complexities, the respondents were asked to indicate the specific purposes for the position.

Table 11 shows a rank order distribution of the purposes for the assistant principalship as viewed by the 82 Iowa high school principals. Seventy-four respondents, or 90.2 per cent indicated that the administration of pupil personnel was the primary purpose for the assistant principalship. Ranked second as a purpose by 61 administrators was to handle the administrative function, 74.4 per cent. To act in the absence of the principal was the response of 33 respondents, 40.2 per cent. The purpose of the position according

to 27 principals was the administration of extra-curricular activities, 32.9 per cent. Other purposes, reported by fewer than 50 per cent of the respondents included: to develop the school program, 26.8 per cent; to administer staff personnel, 10.9 per cent; to carry out testing and research, 7.3 per cent; to serve the function of in-service training for the principalship, 7.3 per cent; and to develop public interest and support, 1.2 per cent.

TABLE 11  
RANK ORDER FOR THE PRIMARY PURPOSES OF THE  
ASSISTANT PRINCIPALSHIP

Rank order	Purposes	Number	Per cent
1	To administer pupil personnel	74	90.2
2	To handle the administrative function	61	74.4
3	To act in the absence of the principal	33	40.2
4	To administer extra-curricular activities	27	32.9
5	To develop the school program	22	26.8
6	To administer staff personnel	9	10.9
7	To carry out research and testing	6	7.3
8	To serve the function of in-service training for the principalship	6	7.3
9	To develop public interest and support	1	1.2

#### The Basic Requirements

A primary purpose of this investigation was to derive the basic requirements of effective school administration at the level of the assistant principal. The requirements are not intended to reflect a global assumption about administrative success, recognizing that

different behaviors may lead to success and/or failure in any given job. However, with the requirements used as guidelines, it may be possible to learn how specific administrative behaviors contribute to or deter from the accomplishment of the broad goals of the educational system.

The process of determining the taxonomy of requirements from the critical incidents, as described in Chapter III, passed through stages which progressively reduced 247 different job related behaviors to five areas, 14 sub-areas, and 49 basic requirements. Presented as follows, area and sub-area headings were stated neutrally while the basic requirements were stated in terms to show effective assistant principalship performance.

Area I: Demonstrating personal leadership

A. Demonstrating skill in interpersonal relations

1. Understands the primary requirements of his job, the jobs of his subordinates and superiors. Involves the people in these positions effectively.
2. Prevents loss of efficiency due to intra-staff problems.
3. Communicates effectively with patrons.
4. Demonstrates sensitivity and tact. Exhibits appropriate behavior.
5. Deals effectively with activists. Will listen, negotiate and seek improvements.

B. Displaying competence in situational activities

1. Projects an image of strength and acts decisively at critical times.
2. Adapts to changing conditions.

3. Is visible in the "proper place" at crucial times.
4. Uses good judgment in determining corrective measures to be used in cases of student misconduct.
5. Uses good judgment in making decisions that may not be covered by school policy.

Area II: Administrating pupil personnel

A. Investigating conduct

1. Conducts individual and group conferences related to pupil misconduct.
2. Attempts to ascertain causes for pupil misconduct.
3. Searches for all the facts and listens to all sides of the problem to determine the validity of reports.
4. Meets with parents regarding student problems, suspensions, etc.
5. Works through the framework of established policy.

B. Encouraging student growth in responsibility and attitudinal development

1. Encourages student involvement in activities, program development, student council, etc. Gives credibility to student suggestions.
2. Works with individuals and groups to develop responsibility, school pride and a climate for learning.
3. Meets with student groups in an advisory capacity.

C. Showing a personal interest in students

1. Maintains personal contacts with students and their parents.
2. Shows regard for the feelings of students. Is considered fair.

Area III: Handling the administrative function

A. Developing priorities in the work load

1. Schedules his work and the work of his subordinates for efficient performance.

2. Is willing to devote "extra time" beyond the job specifications to better the school.
3. Participates in community activities as the occasion demands.

B. Carrying out the routine administrative functions

1. Conducts meetings effectively.
2. Develops innovative practices to expedite routine.
3. Works with office staff to develop efficient operation.
4. Carries out research, prepares the necessary records and reports.
5. Prepares bulletins, letters, etc. for home distribution.

C. Delegating and accepting authority and responsibility

1. Communicates and interprets policy so that it is clearly understood.
2. Makes explicit assignments of authority and responsibility to subordinates.
3. Assigns personnel to jobs for which they are best suited.
4. Supports policies and actions of superiors (though he may privately disagree with them).
5. Carries out his own assignment. Assumes the responsibilities of the principal in his absence.

Area IV: Administrating staff personnel

A. Observing and conferring with individual teachers

1. Visits classrooms and assists teachers with planning, management, control, etc.
2. Helps new teachers to become oriented.
3. Guides teachers by commendation of good performance and frank discussion of inferior performance.



B. Demonstrating an interest in the personal welfare of staff

1. Protects staff interests. "Stands by" and "backs up" teachers.
2. Confers with staff on their personal problems.
3. Demonstrates an interest in working conditions of staff.

C. Encouraging professional growth

1. Provides opportunities for professional development of staff.
2. Stimulates associates by setting a good example in personal growth.
3. Stimulates staff by assigning increasing responsibility and authority to them.

Area V: Developing the program

A. Encouraging involvement in program development

1. Personally conducts and/or participates in study groups, evaluation, scheduling and special projects.
2. Encourages staff to make suggestions and plans for program development and revision.
3. Involves students in development and revision of course offerings.

B. Showing an interest in the total program

1. Encourages acceptance and cooperation in new programs that are instituted.
2. Encourages examination of new and innovative programs.

C. Making use of community resources

1. Utilizes community expertise for special needs of students.
2. Involves community agencies such as recreation commission, social services, etc.

### Reported Effective and Ineffective Behaviors of Assistant Principals

Although each respondent was asked to report effective and ineffective behaviors of assistant principals, effective behaviors were reported more frequently than ineffective behaviors. This may reflect a reluctance on the part of high school principals to evaluate and report the negative performance of their assistant principals. Table 12 records the distribution of effective and ineffective behaviors of assistant principals for each of the areas of administrative performance. Administration of pupil personnel was the area reported with the highest total of behaviors, including 29.9 per cent of the total behaviors, or 51 per cent of all effective behaviors and 22.1 per cent of the ineffective behaviors. The area recording the greatest number of ineffective behaviors was that of demonstrating personal leadership, accounting for 38.9 per cent of the ineffective behaviors, 22.9 per cent of the effective behaviors, and 29.6 per cent of the total number of behaviors. The area with the fewest number of behaviors reported was developing the program, with only 10.9 per cent of the total, 13.2 per cent of the effective behaviors and 7.8 per cent of the ineffective behaviors.

#### Analysis of the Control Data

Control data were collected on specific personal characteristics of the observed assistant principals and specific aspects of the school environment in which the assistant principals work. These

TABLE 12

DISTRIBUTION OF EFFECTIVE AND INEFFECTIVE BEHAVIORS OF ASSISTANT PRINCIPALS  
 AS REPORTED BY HIGH SCHOOL PRINCIPALS FOR EACH OF THE AREAS OF  
 ADMINISTRATIVE RESPONSIBILITY

Area	Total Behaviors		Effective Behaviors			Ineffective Behaviors		
	Total number of behaviors	Per cent of total behaviors	Number of effective behaviors	Per cent of effective behaviors	Per cent of total number of behaviors	Number of ineffective behaviors	Per cent of ineffective behaviors	Per cent of total number of behaviors
I*	73	28.6	33	22.9	13.3	40	38.9	16.3
II	74	29.9	51	35.4	20.6	23	22.1	9.3
III	41	16.7	19	13.2	7.6	22	21.4	8.9
IV	32	12.9	22	15.3	8.9	10	9.8	4.2
V	27	10.9	19	13.2	7.6	8	7.8	3.3
	247	100.0	144	100.0	58.0	103	100.0	42.0

- \*Area I Demonstrating Personal Leadership
- II Administrating Pupil Personnel
- III Handling the Administrative Function
- IV Administrating Staff Personnel
- V Developing the Program

data included: (1) sex and age of the assistant principals and the number of years of experience as an assistant principal, and (2) school size and the rural-urban composition of the school of the assistant principal observed.

These control data were collected in an effort to determine whether or not relationships existed between (1) the areas of administrative responsibility derived from the critical incidents and the specific characteristics of the observed assistant principals and selected aspects of their working environment, and (2) the judgment of effectiveness or ineffectiveness and the characteristics of the observed assistant principals and selected aspects of their working environment.

In order to determine the existence of such relationships or associations, the Chi-square test was employed. Following the procedures outlined by Robins (1954), the data were summarized and ordered into appropriate contingency tables. Seigel (1956) suggests that when low frequencies might affect the Chi-square value disproportionately, class intervals containing low frequencies may be combined with adjoining class intervals. To obtain finer Chi-square values, this process was employed.

#### Hypotheses tested

The following null hypotheses were developed and tested:

1. The areas of the basic requirements for the assistant principalship are unrelated to the age of the assistant principal whose behaviors were observed and reported.
2. The areas of the basic requirements for the assistant

- principalship are unrelated to the years of experience of the assistant principal whose behaviors were observed and reported.
3. The areas of the basic requirements for the assistant principalship are unrelated to the size of the school in which the assistant principal is employed.
  4. The areas of the basic requirements for the assistant principalship are unrelated to the rural-urban composition of the school in which the observed assistant principal is employed.
  5. Reported effectiveness and ineffectiveness of assistant principalship performance is unrelated to the age of the assistant principal whose behaviors were observed.
  6. Reported effectiveness and ineffectiveness of assistant principalship performance is unrelated to the years of experience of the assistant principal whose behaviors were observed.
  7. Reported effectiveness and ineffectiveness of assistant principalship performance is unrelated to the size of the school in which the observed assistant principal is employed.
  8. Reported effectiveness and ineffectiveness of assistant principalship performance is unrelated to the rural-urban composition of the school in which the observed assistant principal is employed.

Whether or not to reject the null hypotheses rested upon the significance of the Chi-square values obtained. The determination of such values was accomplished by utilizing the following Chi-square formula programmed and computer processed by the Research Bureau of the University of Northern Iowa:

$$\chi^2 = \sum \left[ \frac{(f_o - f_e)^2}{f_e} \right] \quad \begin{array}{l} (1) f_o = \text{frequency of observed} \\ \text{behaviors} \\ (2) f_e = \text{expected frequency of} \\ \text{occurrence} \end{array}$$

The significance of each value of Chi-square was determined by the use of a Chi-square table. According to prescribed degrees of

freedom, the number of observations that are free to vary when certain restrictions have been placed upon a specific set of data, a Chi-square value of 3.84 or above, with one degree of freedom, would indicate a variation resulting from errors only 5 per cent or less of the time. Any Chi-square value of less than 3.84 indicates a reduction in the probability that differences between the expected and observed frequencies are due to valid relationships rather than sampling error.

Relationships between the areas of basic requirements and selected characteristics of assistant principals and their working environment

Results of the Chi-square analysis, presented in Table 13, revealed that there were no significant relationships found to exist between the age of assistant principals, the number of years of experience as an assistant principal, the size of school, or the rural-urban composition of the schools and the areas of the basic requirements. Therefore, the hypotheses of independence were accepted.

All of the 82 respondents in this study were male so no treatment of the sex variable was undertaken.

TABLE 13

SUMMARY OF RELATIONSHIPS BETWEEN THE AREAS OF BASIC REQUIREMENTS  
AND SELECTED CHARACTERISTICS OF ASSISTANT PRINCIPALS  
AND SELECTED CHARACTERISTICS OF THE SCHOOL SETTING

Variable	$\chi^2$	df	Relationship conclusion
Age	8.656	8	Unrelated
Experience	6.856	8	Unrelated
School size	14.6509	12	Unrelated
Rural-urban composition	15.662	12	Unrelated

Relationships between effective  
and ineffective performance of  
assistant principals and  
selected characteristics of  
assistant principals and their  
working environment

Results of the Chi-square analysis, presented in Table 14, indicate that assistant principals in larger schools were shown to perform more effectively and less ineffectively than assistant principals in smaller schools. On the basis of an obtained Chi-square value of 5.116 with one degree of freedom, the probability of sampling error was found to be less than .05. In less than five times in one hundred, samplings of comparable size would yield a Chi-square value in excess of the one obtained occur. Therefore, null hypothesis number 7 was rejected and a real association between the size of school and effective and ineffective behaviors of assistant principals was considered to exist.

No significant relationships were found to exist between the age of assistant principals, years of experience as an assistant

principal, and the rural-urban composition of the school in which the assistant principal serves and effectiveness and ineffectiveness of assistant principalship performance.

TABLE 14

SUMMARY OF RELATIONSHIPS BETWEEN EFFECTIVE AND INEFFECTIVE BEHAVIORS OF ASSISTANT PRINCIPALS AND SELECTED CHARACTERISTICS OF ASSISTANT PRINCIPALS AND SELECTED CHARACTERISTICS OF THE SCHOOL SETTING

Variable	$\chi^2$	df	Relationship conclusion
Experience as an assistant principal	.9964	1	Unrelated
School size	5.116	1	Related
Age	.1763	1	Unrelated
Rural-urban composition	5.7489	3	Unrelated

#### Summary

An effort was made to examine the current status of assistant principals in selected Iowa high schools, regarding their involvement in specific tasks, as reported by the respective high school principals.

The data collected in this investigation revealed that of the tasks performed primarily by assistant principals, accounting for pupil attendance was the most frequently mentioned with 91.4 per cent. Other tasks assigned to more than 50 per cent of the assistant principals included assigning detention and issuing permits to leave the building.

Ranking first as a responsibility shared with high school



principals was evaluating teacher performance and conferring with individual teachers, 96.3 per cent.

When analyzed within the areas of responsibility as developed for the questionnaire, administrative responsibilities was reported to be the area of most frequent involvement. The area of pupil responsibilities ranked second in frequency of reported involvement.

Nearly one-half of the respondents indicated that the tasks of assistant principals were assigned by the high school principal. Approximately one-fourth of the principals reported that the assistant principal's tasks were assigned by a combination decision of the superintendent and the high school principal.

Approximately 80 per cent of the respondents reported that the bases for specific task assignment rested upon specific competencies and strengths of the assistant principals.

Nine out of ten respondents viewed the purpose of the assistant principalship as that of administration of pupil personnel. Handling the administrative function ranked second as a purpose for the position as reported by 74.4 per cent of the respondents.

The basic requirements which evolved from critical incidents as reported by the high school principals were progressively reduced from 247 different job related behaviors to five areas and 49 basic requirements. The requirements were stated in terms to show effective assistant principalship performance.

Of the total reported behaviors, 29.9 per cent were classified under the heading of administrating pupil personnel including 30 per cent of the effective and 28.1 per cent of the ineffective behaviors.

Ranking second with 29.5 per cent of all behaviors was the classification, demonstrating personal leadership.

The Chi-square test was applied to the control data collected on assistant principals in an attempt to determine relationships between the areas of the basic requirements and effective and ineffective performance of the observed assistant principals.

Chi-square values that were obtained by computer processing revealed that only one significant relationship existed. With an obtained Chi-square value of 5.116 with one degree of freedom, it was determined that there was a significant relationship at the .05 level between effective and ineffective performance of the observed assistant principals and the size of schools. The assistant principals in the larger schools were reported to perform more effectively and less ineffectively than their counterparts in smaller schools.

## CHAPTER V

### DISCUSSION AND CONCLUSIONS

The major contributions of this investigation lie in the identification of the tasks in which assistant principals in selected Iowa high schools are involved and the determination of the basic requirements for effective or successful assistant principalship performance.

While the data collected were supplied exclusively by high school principals from the state of Iowa, there seems to be no reason to believe that differences exist in most other school settings which would invalidate the general significance of the findings. Therefore it would seem reasonable to assume that the findings of this study might be applicable to school situations in other geographic areas as well.

In order to carry out the specific objectives of the study, four major questions were formulated and investigated. The four questions, a discussion of each, and conclusions relative to each question follow:

#### Question 1

What are the basic tasks required of assistant principals?

From the checklist it was found that assistant principals have the greatest involvement in the areas of "administrative responsibilities" and "pupil responsibilities." Ranking high within each of these two categories were tasks with a clerical orientation;

i.e., accounting for pupil attendance, assigning detention, and issuing permits to leave the building. To a person unfamiliar with the day-to-day flow of events in a modern high school this kind of involvement may seem insignificant. However, both from a moral and legal base, many of these "trivial activities" are required by local school board policies or state law.

These findings are consistent with the research of the National Association of Secondary School Principals in their Report of the Assistant Principalship (1970) which states,

A factor of accountability in many of these duties is self evident; the school, through its professional staff, must be responsible for the safety and health of its students, there must be a reasonable degree of order both within and without the classrooms.

Thus the estimation of triviality must be dismissed as inappropriate. However, it may well be that much of this effort, although important, can be performed by a well trained clerk.

#### Question 2

What behaviors do assistant principals manifest that demonstrate effectiveness in fulfilling the purpose of the assistant principalship?

Assistant principals are involved in Administrating Pupil Personnel (Area II) more than in any other area of the basic requirements that were established in Chapter IV. It is this area in which assistant principals were reported to perform most effectively. Of the total number of effective behaviors reported, 35.4 per cent were related to Administrating Pupil Personnel.

This relationship is hardly unexpected. Clearly, the focus of

the assistant principalship is on the students and their activities. The man in this position becomes a judge and jury, an arbiter and confessor. Frequently this official deals with students in some degree of distress. Absences from school, student-teacher conflicts, resistance to regulations--these are the elements with which the assistant principal is most commonly involved. His effectiveness is clearly related to his skill in human relations.

### Question 3

What behaviors do assistant principals manifest that demonstrate ineffectiveness toward fulfilling the purpose of the position?

Assistant principals seem to be more ineffective in the area of Demonstrating Personal Leadership (Area I) than in any other category. Seventy-three behaviors were reported in this area with 40 recorded as ineffective and 33 determined to be effective.

Halpin (1957) has stated that administration, whether in education, industry, or government, refers to a human activity. . . . It is within the scope of human activity that assistant principals seem to fail in their tasks. Failures in the areas of demonstrating skill in interpersonal relations and displaying competence in situational activities were the most frequently mentioned.

### Question 4

What relationships exist between the basic requirements for the position of the assistant principal and specific personal and professional qualifications and characteristics of position incumbents and selected school environmental conditions?

Assistant principals in larger schools are more effective than their counterparts in smaller schools. The Chi-square test supported

this relationship beyond the 5 per cent level of confidence. Two of the factors that may contribute to this relationship are: (1) The assistant principal in the larger school often functions within a narrower range of activities, hence allowing for the development of the skills, knowledge and techniques to carry out the assigned tasks more effectively than the assistant in the smaller school. For example, a trend was noted by Ovard (1969) that would associate assistant principals in larger schools with specific responsibilities such as instruction or attendance and discipline. Conversely, the assistant principal in the smaller school is assigned responsibility for the total flow of activities as they develop from hour to hour, conceivably involving him in a much broader range of activities but with less opportunity for proficiency development in any.

(2) As high schools grow larger, students and faculty see less and less of the principal as a day-to-day leader. His involvement in the total leadership role has often removed him from student and faculty visibility. Because the assistant principal fills this void in the larger schools, he may well be perceived as the decision maker, thus appearing as an effective leader.

#### Implications

The five areas of the basic requirements, as shown in Table 12, represent basic aspects of assistant principalship involvement. Each of these areas was developed by classifying the reported behaviors which were observed in actual situations. Knowledge of these behavioral requirements or the checklist data may be applied by those concerned

with the selection of assistant principals for the secondary school.

The basic requirements can also be utilized in the evaluation of presently employed assistant principals, either through self-evaluation by the assistant principals or evaluation by high school principals or central administrative personnel.

An implication of the results of the present study lies in the possibility of using the basic requirements for determining areas of administrative responsibility that demand greater attention in the professional preparation of school administrators. This would be increasingly significant as the assistant principalship takes on a more professional orientation.

Data concerning the involvement of assistant principals in the day-to-day functioning of the school may be utilized by high school principals in developing the job descriptions and a team approach to school administration.

The jobs that principals have assigned to their assistants, regardless of the magnitude of responsibility involved, are still the tasks that must be carried out by someone to insure the successful day-to-day operation of the school. Recognizing this fact, it is significant that from the two-part questionnaire, two distinct assistant principalship roles seemed to evolve. The description of the assistant principalship that emerged from the critical incidents suggests that the role should include leadership activities closely resembling the high school principalship. Clearly, the research technique that was used elicited descriptions of events that involved assistant principals in activities of such magnitude

that they were called to the attention of principals. While these reported incidents are representative of the unusual as well as the routine flow of activities, the requirements derived from the descriptions remain valuable and usable.

A different assistant principalship role emerged from the checklist section of the instrument. A composite description from the checklist suggests that assistant principals are primarily involved in activities that may be viewed as managerial and less professionally oriented than the assistant principalship role developed from the critical incidents.

Use of the critical incident technique together with the checklist enabled the investigator to analyze the total task involvement of assistant principals and concurrently develop a taxonomy of the behaviors required in the process of carrying out the tasks.

#### Implications for Further Research

The findings suggested several implications for further research.

A negative attitude was reflected by assistant principals toward the types of involvement common to the assistant principalship. Research directed toward identifying those factors that contribute to this negative feeling could prove valuable to the field of secondary school administration.

A relationship was shown to exist between the size of school in which an assistant principal serves and effective and ineffective



performance of his tasks. This relationship was identified and described. The need to determine the causal factors in this relationship is suggested. Such knowledge could be helpful in developing further recommendations for optimum school size.

The need exists to develop more behavioral relevance to the dimensions of the position requirements that evolved from this study. For example, what behaviors are actually a part of "demonstrating sensitivity and tact," and "exhibiting appropriate behavior"? A tool or process for describing and defining behaviors more explicitly would be extremely useful.

It was noted in the present study that principals reported more effective than ineffective behaviors, possibly reflecting a reluctance to report any negative performance on the part of their assistant principals. A replication of this investigation, requesting judgments from persons having less personal involvement with the assistant principals than the respondents in this study, might provide greater insight and increased objectivity.

The present study was based entirely on information supplied by high school principals. At this point in time, research directed toward the involvement of students in the process of describing the tasks and evaluating the performance of assistant principals would prove enlightening.

Finally, while the present investigation has been valuable in the identification of effective and ineffective task performance, there remains a need for discovering systematic relationships between assistant principalship effectiveness and individual

characteristics, job and situational demands, and organizational policies and practices in the secondary schools.

## CHAPTER VI

### SUMMARY

The final chapter of this study includes a summary of the investigation.

The task of the secondary school principal has become increasingly more difficult as schools have grown in size and programs have become more complex. To relieve the principal of the burden imposed by an expanding work load the assistant principalship has evolved.

The assistant principal's job has generally included a broad range of activities within the school. It is the assistant principal who is most frequently available, to whom both teachers and students can turn for assistance with immediate and often critical problems. In spite of this acknowledged importance of the assistant principal as a support to the administrative structure of the school, only limited research has been addressed to the requirements of the position.

The review of literature revealed a number of studies which have been conducted relative to the involvement of assistant principals in school activities. These studies may be classified into two groups: first, studies that describe the ambiguous nature of the position and second, studies that are directed toward listing the specific tasks and the broad areas in which assistant principals are involved.

The survey methods utilized in this investigation included both the checklist to identify the tasks assigned to assistant principals and the critical incident technique to determine the basic requirements for the assistant principalship.

Questionnaires were used to collect the data by mail in order to contact all 91 Iowa high schools employing assistant principals. Usable returns were received from 82 respondents or approximately 90 per cent.

A primary purpose of this investigation was to determine the basic tasks in which assistant principals in the selected Iowa high schools are involved. Data collected from the checklist portion of the questionnaire are reported in the following section.

1. The most frequently mentioned task performed primarily by assistant principals was accounting for pupil attendance, 91.4 per cent. Other tasks assigned to more than 50 per cent of the assistant principals included assigning detention and issuing permits to leave the building.

2. Ranking first, as a responsibility shared with the high school principals, was evaluating teacher performance and conferring with individual teachers, 96.3 per cent.

3. When analyzed within the areas of responsibility, "administrative responsibilities" was reported to be the area of most frequent involvement. The area of "pupil responsibilities" ranked second in frequency of involvement.

4. Nearly one-half of the respondents indicated that the tasks of assistant principals were assigned by the high school principal. Approximately one-fourth of the principals reported that the

assistant principal's tasks were assigned by a combination decision of the superintendent and the high school principal.

5. Approximately four out of five respondents indicated that the bases for specific task assignment were the individual strengths and competencies of the assistant principals.

6. A great majority of the principals, 90 per cent, viewed the purpose of the assistant principalship as that of administration of pupil personnel.

The development of the basic requirements for the assistant principalship was the second cardinal task of the investigation. Systematic procedures outlined by Flanagan (1954) were used for determining the usability of the critical incidents, abstracting the critical behaviors from the incidents, and categorizing these behaviors into a classification system. The process of determining the basic requirements passed through stages which progressively reduced 247 different job related behaviors to five areas and 49 basic requirements. The basic findings are:

1. Based on the frequency of behaviors classified, Area II, Administrating Pupil Personnel, ranked first. Included in this area were basic requirements concerning these sub-areas: A. Investigating conduct, B. Encouraging student growth in responsibility and attitudinal development, and C. Showing a personal interest in students. This area contained more effective behaviors than any other area.

2. The area containing the second largest number of behaviors was Area I, Demonstrating Personal Leadership. This area was

composed of basic requirements from which the following sub-areas evolved: A. Demonstrating skill in interpersonal relations, and B. Displaying competence in situational activities. Included in this area was the greatest number of ineffective behaviors.

3. Ranking third in terms of frequency of reported behaviors was Area III, Handling the Administrative Function. Sub-areas included under this heading were: A. Developing priorities in the work load, B. Carrying out the routine administrative functions, and C. Delegating and accepting authority and responsibility.

A statistical analysis was made of the data in order to determine the existence of relationships. Chi-square computations were used to test eight hypotheses of independence. Inter-relationships were determined for selected pairings of the following variables: (1) age and years of experience of the observed assistant principals and the areas of the basic requirements, (2) school size and the rural-urban composition of the school and the areas of the basic requirements, (3) age and years of experience of the observed assistant principals and effective and ineffective performance of the assistant principals, and (4) school size and the rural-urban composition of the school and effective and ineffective performance of the assistant principals.

Results of the Chi-square analysis revealed that there were no significant relationships found to exist between the age, number of years experience as an assistant principal, size of school, rural-urban composition of the schools, and the areas of the basic requirements.

Further, no significant relationships were found to exist between the age of assistant principals, years of experience as an assistant principal, the rural-urban composition of the school in which the assistant principals serve and effectiveness and ineffectiveness of assistant principalship performance.

Results of the Chi-square analysis indicate that assistant principals in larger schools perform more effectively and less ineffectively than expected on a hypothesis of independence than assistant principals in smaller schools.

Throughout this study the focus has been on identifying the tasks assigned to assistant principals and subsequently identifying the effective and ineffective actions of those school officials while carrying out the tasks. While these immediate goals were successfully achieved, there remains a need to develop better methods for observing and systematically recording administrative behaviors, a need to discover the better individual predictors of administrative effectiveness and ultimately learn which training and development methods are most likely to yield modifications in administrative behavior.

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APPENDIX A

THE INSTRUMENT

515 Carolina Avenue  
Waterloo, Iowa  
November 2, 1970

Dear Principal:

This study is being conducted through the Educational Leadership Department of Western Michigan University. The Iowa State Department of Public Instruction has expressed its support of this research and urges your response and cooperation. The results will be released to these organizations in group form only.

The investigation has two primary purposes: (1) to identify the tasks assigned to assistant principals in Iowa High Schools and (2) to identify specific behaviors which indicate effective and ineffective job performance on the part of the assistant principal. It is this information which you, as an experienced principal, can provide best.

The questionnaire has been developed in such a way that only check marks are required as responses for Parts I and II. Part III requests a descriptive statement. Completing it should require no more than twenty minutes. Your cooperation in answering as much of the total questionnaire as possible will be appreciated. Your reply will be kept strictly confidential and no individual or school will be named in the report of the research. Responses will be used only for the purposes of statistical analysis.

Your cooperation in completing and returning the attached questionnaire at your earliest convenience will be greatly appreciated. A self-addressed envelope is included for your use.

Thank you for your help and assistance.

Sincerely,

Donald E. Hanson

DEH: afr  
Encs.

## POSITION REQUIREMENTS FOR ASSISTANT PRINCIPALS

## INSTRUCTIONS

1. Part I, pages three, four and five lists tasks that may be assigned to assistant principals. Check those tasks that are carried out primarily by the assistant principals in column 1, those that are shared with the principal in column 2 and check column 3 if the task is not assigned or does not apply.
2. In Part II, page six, check the purposes of the assistant principalship. In schools where there is more than one assistant principal, please check one form for each assistant.
3. In Part III, page seven, write in a specific incident in response to the questions asked, first giving the situation, then the act which you observed, then tell why you think it was effective or ineffective as called for.
4. Please check the blank or fill in the number in the appropriate space in Part III, page eight. In this section items 1, 2 and three refer to the assistant principal whose behaviors were described in sections A and B.

## PART I

Check the tasks that are assigned to an assistant principal; including those for which he is primarily responsible, those that are shared with the principal and those that are not assigned or do not apply.

I <u>Pupil Responsibilities</u>	primarily by assistant principal	shared with principal	not assigned or does not apply
a adjusting individual pupil programs			
b assigning detention			
c conducting parent conferences concerning pupil conduct			
d counseling with pupils			
e directing pupil registration			
f handling pupil suspensions			
g issuing permits to pupils for leaving the building			
h serving as class advisor			
i making home visits			
j supervising pupils in halls, cafeteria, etc.			
k supervising the student council			
l testing and research			
m other			
II <u>Staff Responsibilities</u>			
a conducting faculty meetings			
b conferring with individual teachers			
c evaluating teacher performance			
d observing teachers in the classroom			
e selecting teachers			
f serving as a liaison person with central administration			
g supervising substitute teachers			
h supervising cooks and custodians			
i supervising office personnel			

	primarily by assistant principal	shared with principal	not assigned or does not apply
j supervising staff development and new teacher orientation			
k working with para- professionals			
l working with small groups of teachers			
m other			
<u>III Program Responsibilities</u>			
a administering the summer school			
b building the master schedule			
c administering the "mothers to be" program			
d coordinating the North Central Association evaluation			
e developing the student handbook			
f developing the school philosophy			
g evaluating the program			
h preparing the school calendar			
i selecting textbooks			
j working with curriculum committees			
k other			
<u>IV Public Interest Responsibilities</u>			
a conferring with patrons, non-pupil discipline			
b conferring with salesmen			
c directing the school publicity			
d directing homecoming activities			
e planning for "open house" and "career days," etc.			
f representing the school at meetings, PTA, service clubs			
g supervising award assemblies			
h supervising commencement activities			
i supervising non-school day functions, athletics, parties			
j other			

V <u>Administrative Responsibilities</u>	primarily by assistant principal	shared with principal	not assigned or does not apply
a accounting for pupil attendance			
b accounting for supplies and equipment			
c administering locker and homeroom assignments			
d administering pupil insurance			
e allocating the public use of the building			
f developing building policies			
g developing the budget			
h directing safety and fire drills			
i handling requisitions and invoices			
j inspecting buildings and grounds			
k managing the cafeteria			
l preparing student bulletins			
m preparing staff bulletins			
n preparing athletic eligibility lists			
o preparing other records and reports			
p other			

Check the school authority or authorities responsible for assigning the tasks of the assistant principal.

- Superintendent  
 Assistant Superintendent  
 High School Principal  
 Director of Secondary Education  
 Tasks are not specifically assigned  
 Other, please specify



In cases where the principal has assigned the tasks to the assistant principal, what basis was used for the task assignment?

- Special competencies and strengths of the assistant principal
- Principal's dislike for the task
- Other, please specify

## PART II

While each of the functions listed below may inherently be a part of the assistant principalship, check at least one but no more than three, that best describe the purpose of the assistant principalship in your school.

- To act in the absence of the principal
- To administer pupil personnel  
(such as pupil welfare and related conferences, discipline)
- To administer staff personnel  
(such as teacher supervision, staff development)
- To administer the extra-curricular activities  
(such as student council, athletics, music)
- To develop public interest and support  
(such as school-community relations, professional activities, non-school day functions)
- To develop the school program  
(such as curriculum improvement, instruction, classroom visitation)
- To carry out research and testing
- To handle the administrative function  
(such as attendance, scheduling, routine office and clerical tasks)
- To serve the function of in-service training for the principalship
- Other, please describe

PART III

- A What specific act have you observed the assistant principal doing recently which made you think he was effectively contributing to the purpose of the assistant principalship?

Describe the situation:

What the assistant principal did:

Why do you think this act was effective?

- B What specific act have you observed the assistant principal doing recently which made you think he was ineffectively contributing to the purpose of the assistant principalship?

Describe the situation:

What the assistant principal did:

Why do you think this act was ineffective?

C Information about the assistant principal observed. In schools where there is more than one assistant principal, items 1, 2 and 3 refer to the assistant principal whose behaviors were described in sections A and B of Part III.

1. Age
- |          |       |
|----------|-------|
| under 30 | _____ |
| 31-40    | _____ |
| 41-50    | _____ |
| over 51  | _____ |
2. Sex
- |   |       |
|---|-------|
| M | _____ |
| F | _____ |
3. Experience as an assistant principal
- |              |       |
|--------------|-------|
| less than 5  | _____ |
| 6-10         | _____ |
| 11-15        | _____ |
| more than 16 | _____ |

D Information on the school setting and student population

4. School size
- |             |       |
|-------------|-------|
| under 500   | _____ |
| 500-1,000   | _____ |
| 1,000-1,500 | _____ |
| 1,500-2,000 | _____ |
| over 2,000  | _____ |
5. Where do most of your students live?
- |                 |       |
|-----------------|-------|
| urban center    | _____ |
| sub-urban       | _____ |
| rural, non-farm | _____ |
| rural           | _____ |

APPENDIX B

THE COMPLETE TABLES

TABLE 1  
 RANK ORDER OF THE TASKS FOR WHICH  
 THE ASSISTANT PRINCIPAL IS  
 PRIMARILY RESPONSIBLE

Rank order	Task	Per cent
1	Accounting for pupil attendance	91.4
2	Assigning detention	64.6
2	Issuing permits to leave the building	64.6
3	Administering locker and home-room assignments	48.7
4	Directing homecoming activities	47.5
5	Handling pupil suspensions	45.1
5	Administering pupil insurance	45.1
6	Supervising award assemblies	43.9
7	Conducting parent conferences relating to pupil conduct	41.4
8	Supervising the student council	40.2
8	Directing fire and safety drills	40.2
9	Preparing athletic eligibility lists	36.5
10	Supervising non-school day functions	31.7
10	Directing pupil registration	31.7
11	Developing the student handbook	29.2
12	Adjusting individual pupil programs	28.0
13	Supervising commencement activities	19.5
14	Accounting for supplies and equipment	18.2
14	Allocating the public use of the building	18.2
14	Preparing student bulletins	18.2
15	Supervising pupils in halls, cafeteria	17.1
16	Counseling with pupils	15.8
16	Administering the summer school	15.8
16	Building the master schedule	15.8
16	Preparing the school calendar	15.8
17	Making home visits	12.1
18	Supervising substitute teachers	9.7
18	Managing the cafeteria	9.7
19	Planning for "open house and career days"	8.5
19	Serving as class advisor	8.5
20	Testing and research	7.3
20	Conferring with salesmen	7.3
20	Inspecting buildings and grounds	7.3
20	Supervising office personnel	7.3

TABLE 1 (continued)

Rank order	Task	Per cent
21	Administering the "mothers to be" program	6.1
21	Preparing other records and reports	6.1
21	Conferring with patrons, non-pupil discipline	6.1
21	Working with para-professionals	6.1
21	Supervising staff development	6.1
22	Handling requisitions and invoices	4.8
22	Coordinating the North Central Association evaluation	4.8
22	Supervising cooks and custodians	4.8
22	Directing the school publicity	4.8
23	Conferring with individual teachers	2.4
23	Selecting textbooks	2.4
23	Representing the school at meetings, P.T.A., etc.	2.4
23	Preparing staff bulletins	2.4
24	Conducting faculty meetings	1.2
24	Evaluating teacher performance	1.2
24	Observing teachers in the classroom	1.2
24	Evaluating the program	1.2
24	Working with curriculum committees	1.2
24	Developing the budget	1.2
24	Supervising student teachers	1.2
24	Coordinating the drug education program	1.2
24	Serving as liaison with the youth serving groups in the community	1.2
24	Developing increased articulation with feeder schools	1.2

TABLE 2  
 RANK ORDER OF THOSE TASKS FOR WHICH  
 THE PRIMARY RESPONSIBILITY IS  
 SHARED WITH THE PRINCIPAL

Rank order	Task	Per cent
1	Evaluating teacher performance	96.3
1	Conferring with individual teachers	96.3
2	Evaluating the program	89.0
3	Developing building policies	87.8
3	Conferring with patrons, non-pupil discipline	87.8
4	Preparing other records and reports	86.5
5	Observing teachers in the classroom	81.7
5	Working with small groups of teachers	81.7
6	Preparing staff bulletins	80.4
7	Developing the school philosophy	79.2
8	Inspecting the buildings and grounds	76.8
9	Representing the school at meetings, P.T.A., etc.	73.1
10	Supervising office personnel	70.7
11	Conducting faculty meetings	69.5
12	Counseling with pupils	68.2
12	Supervising staff development	68.2
13	Planning for "open house and career days," etc.	65.8
13	Working with curriculum committees	65.8
13	Preparing student bulletins	65.8
14	Directing the school publicity	63.4
15	Selecting teachers	62.1
16	Preparing the school calendar	60.9
17	Developing the student handbook	59.7
17	Supervising non-school day functions	59.7
17	Coordinating the North Central Association evaluation	59.7
17	Supervising pupils in halls, cafeteria, etc.	59.7
18	Conferring with salesmen	58.5
18	Serving as a liaison with central administration	58.5
19	Conducting parent conferences relating to pupil conduct	56.1
19	Working with para-professionals	56.1
20	Accounting for supplies and equipment	54.8
21	Developing the budget	52.4

TABLE 2 (continued)

Rank order	Task	Per cent
22	Handling pupil suspensions	51.2
22	Supervising substitute teachers	51.2
23	Supervising commencement activities	50.0
23	Building the master schedule	50.0
23	Directing fire and safety drills	50.0
24	Supervising award assemblies	46.3
24	Handling requisitions and invoices	46.3
25	Adjusting individual pupil programs	36.5
26	Allocating the public use of the building	35.3
26	Managing the cafeteria	35.3
27	Making home visits	34.1
28	Supervising cooks and custodians	32.9
29	Directing pupil registration	31.7
30	Testing and research	29.2
31	Selecting textbooks	28.0
31	Issuing permits to leave the building	28.0
32	Directing homecoming activities	25.6
33	Administering the summer school	21.9
33	Administering locker and home-room assignments	21.9
34	Assigning detention	19.5
35	Supervising the student council	18.2
36	Administering the "mothers to be" program	13.4
37	Administering pupil insurance	10.8
38	Accounting for pupil attendance	7.3
39	Preparing athletic eligibility lists	6.1
40	Serving as class advisor	3.6



TABLE 3

RANK ORDER OF THOSE TASKS FOR WHICH THE ASSISTANT PRINCIPAL  
IS PRIMARILY RESPONSIBLE COMBINED WITH THOSE  
THAT ARE SHARED WITH THE PRINCIPAL

Rank order	Task	Per cent
1	Conferring with individual teachers	98.7
1	Accounting for pupil attendance	98.7
2	Conducting parent conferences relating to pupil conduct	97.5
2	Evaluating teacher performance	97.5
3	Handling pupil suspensions	96.3
4	Conferring with patrons, non-pupil discipline	93.9
5	Issuing permits to leave the building	92.6
5	Preparing other records and reports	92.6
6	Supervising non-school day functions	91.4
7	Evaluating the program	90.2
7	Directing fire and safety drills	90.2
7	Supervising award assemblies	90.2
8	Developing the student handbook	88.9
9	Developing building policies	87.9
10	Assigning detention	84.1
11	Preparing student bulletins	84.0
11	Counseling with pupils	84.0
12	Inspecting buildings and grounds	83.1
13	Observing teachers in the classroom	82.9
14	Preparing staff bulletins	82.3
15	Working with small groups of teachers	81.7
16	Developing the school philosophy	79.2
17	Supervising office personnel	78.0
18	Supervising pupils in halls, cafeteria, etc.	76.8
19	Preparing the school calendar	76.7
20	Representing the school at meetings, P.T.A., etc.	75.4
21	Planning for "open house and career days"	74.3
22	Directing homecoming activities	73.1
23	Accounting for supplies and equipment	73.0
24	Conducting faculty meetings	70.7
25	Administering homeroom and locker assignments	70.6
26	Supervising commencement activities	69.5
27	Directing the school publicity	68.5
28	Working with curriculum committees	67.0

TABLE 3 (continued)

Rank order	Task	Per cent
29	Building the master schedule	65.8
29	Conferring with salesmen	65.8
30	Adjusting individual programs	64.5
30	Coordinating the North Central Association evaluation	64.5
31	Directing pupil registration	63.4
32	Working with para-professionals	62.2
33	Selecting teachers	62.1
34	Supervising substitute teachers	60.9
35	Serving as a liaison person with central administration	58.5
36	Supervising the student council	58.4
37	Administering pupil insurance	55.9
38	Developing the budget	53.6
39	Allocating the public use of the building	53.5
40	Handling requisitions and invoices	51.5
41	Making home visits	46.2
42	Managing the cafeteria	45.0
43	Preparing athletic eligibility lists	42.6
44	Supervising cooks and custodians	37.7
44	Administering the summer school	37.7
45	Testing and research	36.5
46	Selecting textbooks	30.4
47	Administering the "mothers to be" program	19.5
48	Serving as a class advisor	12.1