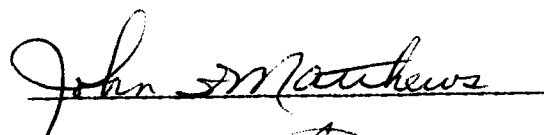
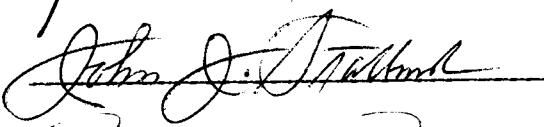
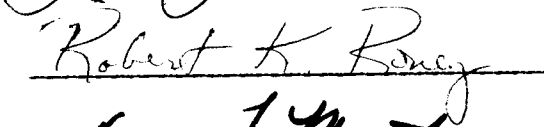
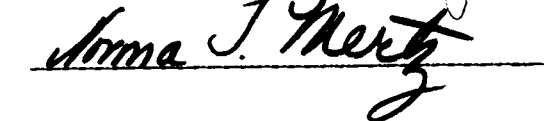


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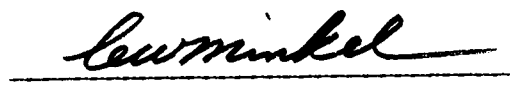
I am submitting herewith a dissertation written by Deborah LaChapelle Hayes entitled "The Assistant Principal in Tennessee Public Secondary Schools." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Gerald C. Ubben, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Vice Provost
and Dean of The Graduate School

THE ASSISTANT PRINCIPAL IN TENNESSEE
PUBLIC SECONDARY SCHOOLS

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Deborah LaChapelle Hayes

December 1986

ACKNOWLEDGEMENTS

My thanks are extended to Dr. Gerald C. Ubben, my advisor, and Dr. John Matthews, Dr. John Stallard, Dr. Robert Roney, Dr. Norma Mertz, and those persons on the faculty and staff at the University of Tennessee who gave their time and support in the development of this study.

To Ava Goforth, my typist, many thanks for her enthusiasm, support, and professional contribution throughout this endeavor.

My sincere thanks to my husband Mike and my daughter Leanna who gave so much of themselves and their time during my pursuit of a degree.

ABSTRACT

The purpose of this study was to investigate the role of the assistant principal at the secondary level in Tennessee public schools and to determine if assistant principals perceived the assistant principals' degree of involvement in specific job tasks differently than did the principals. The sample included principals and assistant principals from 152 randomly selected secondary schools in Tennessee. The sample was limited to a maximum of one principal and two assistant principals from each school selected. The participants responded using a five-point Likert scale on the questionnaire comprised of specific duties related to the position of assistant principal. Participants' responses were examined according to actual and desired degree of involvement in each specific task. Specific duties were then clustered into six major competency areas: community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel.

The t-test was used to determine whether there was a significant difference between the actual degree of involvement and the desired degree of involvement in each of the competency areas. The responses of assistant principals were also examined to determine the differences between assistant principals participating in the Career Ladder program and those not participating in the program.

The findings of this study indicated that the responses of principals and assistant principals differed significantly in eight cases. The following findings were reported:

1. The assistant principals' actual degree of involvement was less than the desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, and personnel.
2. Principals rated the desired degree of involvement of assistant principals in the areas of miscellaneous duties and student personnel greater than did assistant principals.
3. Assistant principals who participated in the Career Ladder program reported a greater degree of involvement in the area of personnel than assistant principals who did not participate in the program. Only 4 of the 77 assistant principals reporting their status with regard to the Career Ladder program were not participating in the program at the time of this study.

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CHAPTER I

INTRODUCTION

In recent years the role of the assistant principal had become increasingly important to the administrative framework of schools. Generally, duties for the position had been assigned by the local board or superintendent using the recommendation of the principal as a guide, allowing a wide range of job tasks to exist. There was little consistency from one position to another even within the same system.

The role of the assistant principal had evolved as a result of many years of change and adaptation. In retrospect one saw that the position had consisted of duties ranging from clerical assistant to disciplinarian.

In the 1980's educators in Tennessee became involved in a program designed to evaluate certified personnel on their job performance. The Career Ladder program was an incentive pay program developed for educators in the State of Tennessee. All educators were expected to participate. Those currently employed were allowed to elect not to participate in the program. Assistant principals were to be evaluated using a variety of sources including testing and evaluation.

Although the State of Tennessee had established certification requirements for the assistant principal, a viable job description remained unavailable. At that point in time the assistant was to be evaluated using the same instrument containing indicators (job tasks or

duties) as the principal. Since many of these duties had not been areas of direct responsibility of the assistant principal, role modification was in order for some assistant principals, or these individuals would be prevented from participating in the Career Ladder program.

Tennessee had required assistant principals to obtain certification and undergo formal evaluation consistent with that of other administrators, such as principals. At the time of this study the State did not dictate the number of assistant principals assigned to a school. Only those schools accredited by the Southern Association of Colleges and Schools had guidelines regarding the assistant principal.

Statement of the Problem

Due to a lack of role clarification that had existed since the inception of the position of assistant principal, the assistant's role had been ambiguous and lacked consistency and uniformity. An additional factor was that assistant principals in Tennessee were being evaluated using the same instrument designed to evaluate principals.

Purpose of the Study

The purpose of the study was to investigate the role of the assistant principal at the secondary school level in Tennessee in light of the Career Ladder program and to determine if there was agreement among principals and assistant principals regarding their perceptions of the assistant's role.

Research Questions

1. According to the responses of assistant principals, did the actual degree of involvement differ from the desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

2. When comparing the responses of principals to assistant principals, were there differences in their assessments of the assistant principals' desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

3. When comparing the responses of principals to assistant principals, were there differences in their assessments of the assistant principals' desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

4. When comparing the responses of assistant principals participating in the Career Ladder program to assistant principals who were not participating in the program, were there differences in their assessments of the desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

5. When comparing the responses of assistant principals participating in the Career Ladder program to assistant principals who were not

participating in the program, were there differences in the assessments of the actual degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

Importance of the Study

The need for assistant principals became evident during the early 1900's when secondary schools began to dramatically increase in size. As the secondary school principal became more involved in an increasing number of responsibilities, the role of the assistant principal took on a new dimension.

The duties of the assistant principal in the early 1900's were mainly clerical in nature. As the responsibilities of the principal increased, the assistant principal was assigned duties in the areas of student personnel, personnel, and curriculum. The duties differed from school to school because the assignment of duties was dependent upon the needs of the individual principal.

In 1984, the State of Tennessee was involved in the implementation of a Career Ladder program for teachers and administrators. Since participating assistant principals were to be evaluated using the same standards as those of the principal, it became increasingly important to identify the role of the assistant principal with regard to the specific job tasks required of that person. The evaluation structure was dictating the role of the assistant principal. In states such as Tennessee where assistant principals applying for admission to the incentive pay programs were to be evaluated on specific job tasks, many

of which may not have previously been part of their actual duties, it became imperative that the role of the assistant principal be examined.

The data gathered for this study were used to identify discrepancies in responses of principals and assistant principals between the actual degree of involvement in specific competency areas and the desired degree of involvement. These discrepancies provided the information necessary to assess the difference in perceptions between principals and assistant principals. The data also provided a comparison between the actual degree of involvement and the desired degree of involvement in each competency area. This provided an avenue for determining which competency areas were dominating the assistant principal's time (degree of involvement), which areas were perceived to be in need of more attention, and whether the Career Ladder program was providing a point of focus for the role of assistant principal. The statistical criterion was set at the .05 level of significance.

Assumptions of the Study

The assumptions of the study follow:

1. The perceptions of a random sample of secondary public school principals and assistant principals from the State of Tennessee were representative of the perceptions of all principals and assistant principals in the State of Tennessee.
2. The principals and assistant principals were open and candid with regard to these perceptions.
3. Administrators possessed knowledge of the field of educational administration and, more specifically, the role of the assistant principal.

4. The assumption was made that the data collected with a Likert-type scale would be appropriate for use with an analysis of variance.

Delimitations of the Study

The list of duties used in the survey was not exhaustive but was a selected sample in accordance with the principal's evaluation instrument of the State of Tennessee. Other job descriptions for assistant principals were used to expand the list. Only principals and assistant principals in public schools in the State of Tennessee were studied.

Definitions of the Terms

The following terms are defined for the purpose of this study:

Administrator. The administrator is the person responsible for the operation of the school system at the building level. The person may serve as assistant principal, principal, director, supervisor, or superintendent. Primary responsibilities are maintenance of the curriculum, teacher evaluation, student personnel services, and facilities planning and maintenance.

Assistant principal. The assistant principal has administrative duties as assigned by the principal. The assistant principal answers directly to the principal and may take the place of the principal in his absence.

Career ladder. The Career Ladder system was devised by the State of Tennessee to reward teachers and school administrators who were

judged outstanding in their performance. Educators received pay supplements and incentives, such as extended contracts, based upon years of experience and quality of service. Educators entered the program via a number of options such as tests and staff development. The terms of this program are presented in detail in the Comprehensive Education Reform Act of 1984 (Tennessee, 1984).

Competency. "Competency refers to the ability to perform certain skills related to the specific task" (Kriekard, 1980:3).

Impact. Impact refers to statistically significant differences in the responses between survey participants.

Job task. A job task is a specific duty assigned to an individual in a given position. This may also be referred to as an indicator (indicator of performance) or a duty.

Principal. A principal is a trained educator who has been certified by the State to serve as the chief administrator at the building level. The primary duties include supervision of staff, curriculum coordinator, instructional leader, disciplinarian, building maintenance, school/community relations, and budgeting.

Secondary school. A secondary school is an educational institution which includes grades 9-12 or any combination of those grades.

Student. The student is a person enrolled in a Tennessee public school, grades kindergarten through twelve.

Teacher. A teacher is a trained educator who has been certified by the State and who holds a professional teaching position for which

the State requires a certificate. The primary duties include the responsibility for the implementation of the goals and objectives outlined by the curriculum as adopted by the State. The teacher works directly with the student. For the purpose of this study, teacher refers to the classroom teacher, supervising teacher, reading specialist, and all professional instructional staff not included in administration.

The Organization of the Study

In Chapter I the introduction, statement of the problem, purpose, research questions, importance, assumptions, delimitations, definitions of terms, and organization of the study are presented.

In Chapter II a review of the literature is presented.

In Chapter III the methodology of the study is presented.

In Chapter IV the analysis of the data is presented.

In Chapter V the findings, conclusions, and recommendations of the study are presented.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In order to study the assistant principalship of the 1980's it was necessary to examine some of the trends in educational administration prior to that time. The position of assistant principal as we know it today is the result of some eighty or more years of development. According to the literature (Cunningham, Hack, and Nystrand, 1977), around the turn of the century secondary education experienced tremendous growth. It was at this point in time that smaller schools began to consolidate into larger area high schools. With the increase in enrollment and a wider variety of course offerings, the control of the school shifted from the local citizenry to smaller boards of education. The school board then controlled the educational process through the establishment of administrative policies which were carried out by superintendents, supervisors, and principals.

In a review of studies reported by Cunningham, Hack, and Nystrand (1977), it was stated that in 1916 Ellwood P. Cubberley was among the first to recognize educational administration as a specialized field requiring training in specific administrative techniques. Until that time administrators relied largely on intuition. The development of educational administration led researchers to begin studying the roles and responsibilities of school administrators.

The principal emerged as the teacher who took on added responsibilities for discipline, reports, and facilities. As these

extra duties became more time consuming, the teaching responsibilities were discontinued (Spears, 1950). During the early 1900's secondary schools grew in size and the responsibilities of the principal continued to increase. The department head emerged as the person who assisted the principal (Casey, 1982). Historically, the duties of the principal were delineated by the board of education. The principal's assistant was selected by the principal. His assignments were left up to the principal (Jacobson, Logsdon, and Wiegman, 1973).

Joseph Hentges (1976) reported in a review of the literature that the position of assistant principal evolved without an adequate sense of direction. The many titles used to designate the position of assistant principal gave some indication of the broad range of responsibilities associated with the position during its early stages of development. According to Gillespie (1961), the assistant principal was identified historically by a variety of titles such as dean, counselor, department head, advisor, associate principal, vice-principal, and assistant principal.

In order to examine the development of the assistant principal's role, Craig Zeck (1980) reviewed the literature concerning the role of the principal and concluded that the assistant principalship evolved out of necessity. As the principals' responsibilities and staff size increased, it became necessary for the principal to assign some of the responsibilities to the assistant.

The assistant principalship evolved out of necessity and continued to become increasingly complex. This chapter is divided into two major parts, the review of literature pertaining to the perceived role of the

assistant principal, and the discussion of the Tennessee Career Ladder.

Literature Review

In order to study and understand the current duties of the assistant principal it was necessary to review the development of the position to date. Through a presentation of the literature arranged in chronological order, the researcher was able to study the trends regarding the development of the role of the assistant principal.

By 1926 educators were beginning to consider the importance of the assistant principal. In an article discussing a study by the same author, Charles VanEman (1926) reported that principals from eighty of the largest secondary schools in Ohio were asked to respond to a questionnaire. Fifty-two principals responded. Each participant was asked to indicate the specific duties performed by the assistant principal in that school. VanEman concluded that the majority of the assistant principals were women whose primary functions were to supervise and advise the female students. Other duties included maintaining student records, conferring with failing pupils and their parents, and organizing social functions for the school. VanEman's study was among the first of its kind. Since only nineteen schools in the sample of respondents employed assistant principals, the study should be viewed in the context of educational trends during that time. One such trend was that the larger schools employed a dean of women whose primary responsibility was the counseling of female students (Spears, 1950).

In 1928 Herbert Foster wrote an article discussing the need for an assistant principal. Although full time assistants were reported to exist only in the larger schools, some teachers in smaller schools were assigned extra duties which would assist the principal in the performance of administrative duties. The author describes the assistant principal's duties as demanding "less of policy-determining and more of policy-executing" (Foster, 1928:108).

In a review of the literature about the assistant principal, Boardman (1946) reported the findings of selected studies concerning the role of the assistant principal. He reported that the range of duties associated with the assistant principalship were broadening beyond those identified in earlier writings. Assistant principals had administrative responsibilities in the areas of pupil accounting, curriculum, and school control.

By 1953 the vice-principal's duties began to resemble those of the principal. George Weiss (1953) conducted a study involving sixty-six vice-principals in the Middle Atlantic States area. Using a questionnaire, the researcher requested that the participants indicate the amount of responsibility assumed for each specific duty by checking whether the vice-principal: "(1) personally performed the duty; (2) shared in the performance of the duty with others; or (3) never performed that particular duty" (p. 109). Participants were also asked to rank the 56 duties with regard to the amount of time spent in the performance of each duty per week. Weiss found that only three duties were performed personally by over 50 percent of the respondents. Those

were: "(1) parent conferences regarding discipline; (2) running the school in the absence of the principal; and (3) representing the school at community functions in lieu of the principal" (p. 115). These areas of responsibility are examples of Foster's (1928) description of the assistant principal's position being one of "policy-executing."

According to Weiss, the need for assistant principals increased as the duties and responsibilities of the principal increased. The majority of the assistant's time was spent on administration and school management. Pupil welfare was also identified as a major responsibility of the assistant principal. The duties performed by the assistant principal varied greatly among schools. Since the assistant principals in his study were spending at least a portion of their time assuming the responsibilities of the principal in his absence, Weiss recommended that the assistant principal have additional training in the area of administration. Weiss' findings support the writings of earlier writers such as VanEman (1926), Foster (1928), and Boardman (1946) by showing that the responsibilities of the assistant principal were expanding beyond clerical duties. The assistant principals in his study reported assuming the responsibilities of the principal in his absence, which added a new dimension to the role of the assistant principal.

Thomas Barratt (1955) recognized the increasing development of the role of the assistant principal. He proposed that as the assistant's duties and responsibilities increased so should the training and qualifications increase. The concept was born out by

the State of Tennessee in the 1980's at which time assistant principals wishing to participate in the Career Ladder program were required to hold principals' certification.

Since many assistants aspire to become principals at some time during their career, Barratt believed that the educational background should be comparable to that of the principal. His perception of the role of assistant principal was as follows:

1. To act as a training opportunity for future principals, thus tending to insure continuous professional leadership for the educational program of the school.
2. To relieve the principal of certain duties which will provide him with additional time for such necessary activities as supervision and professional leadership projects.
3. To provide additional facilities and personnel for counseling with teachers, students, and parents regarding problems and possible solutions.
4. To aid in the conservation of school funds through insuring proper supervision of the problems of supplies and equipment. Action as a clearinghouse for problems will also tend to make more effective the work of classified as well as teaching personnel.
5. To increase the scope and thoroughness of the activities which can be properly motivated, guided, and explored by the administrative group (p. 56).

Although Barratt's writing came from his experience as an assistant principal, his rationale for employing an assistant principal was an example of the concerns expressed by practicing administrators during the early 1950's. Barratt's rationale was supported by the writings of Weiss (1953) and others.

Will French (1957) supported the position of Barratt which was that the development of the assistant principal's role had increased in responsibility. He also cited the studies conducted by Boardman, Gran, and Holt (1946) showing that the assistant principal had begun

to spend more time in school management. French considered the assistant's job as a training ground for the principalship. He also believed that the principal should choose an assistant with complementary skills (Austin, 1962).

Wells, Nelson, and Johnsen (1965) surveyed some of the studies and articles which had been conducted during the early 1960's. From their literature review they reported that the trend in assignments for assistant principals was shifting from clerical duties to include more administrative duties, such as student personnel services. Another trend was the movement toward full time duties as assistant without teaching responsibilities. The authors suggested that the assistant needed to be properly trained to become acting principal when necessary. This idea was proposed by George Weiss in 1953. Leo Hurley (1965) suggested that broadening the scope of the assistant would enhance the desirability of the position, which would enhance the role of the assistant principal.

An in-depth study conducted by Austin and Brown (1970) examined the assistant principalship by combining data gathered in three ways. The data gathered were described as being: (1) normative, (2) career, and (3) shadow. A questionnaire was used to gather data from over 1,200 assistant principals for the normative and career portions of the study.

Participants were selected to include schools in various regions of the country. Sixteen schools were selected to participate in the shadow study. The sample for the career study consisted of 830 secondary schools. The normative study included 2,080 schools. The

normative study reported data gathered by a questionnaire. A total of 1,127 usable responses were received from assistant principals and 1,207 from principals. This represented a response rate of over 50 percent of the sample. Assistants were asked to indicate the amount of responsibility for 59 specific job tasks. The percentages of assistant principals indicating either full or shared responsibility for specific duties ranged from 90 percent for pupil discipline to 47 percent for school-wide examinations. The task with the highest percentage of assistant principals reporting full responsibility was pupil attendance at 49 percent.

The principals were also asked to indicate the amount of responsibility the assistant principal exercised for each specific task. The percentages indicating either full or shared responsibility ranged from 94 percent for pupil discipline to 53 percent for the evaluation of teachers.

In only two cases did more than 25 percent of the assistant principals report having full responsibility. Those were pupil personnel (38 percent) and pupil attendance (49 percent).

As a result of the normative study, the researchers concluded that some specific disharmony existed between the perceptions of principals and assistant principals regarding the scope of the assistant's duties. The authors concluded that the data indicated that assistant principals were not utilized as much as they could have been because most tasks were characterized by shared responsibility. In only a few cases did the assistants have total responsibility for a task. According to the authors, assistant principals were involved

to varying degrees in the areas of school management, staff personnel, community relations, student activities, curriculum and instruction, and pupil personnel. These areas of responsibility confirmed and expanded on the findings of Weiss (1953).

The career study involved a separate sample of secondary school administrators from across the nation. The first step in the identification of the sample was to contact principals and request the name and location of a former assistant principal. The former assistant was then contacted to participate in the study. The questionnaire consisted of occupational information such as career moves, current status, job satisfaction, etc. When asked about their career goals, 42 percent of the assistant principals expected to remain in that position, and 19 percent preferred to remain an assistant. Assistant principals were asked to rate their level of job satisfaction in several categories. In only two cases did the level of satisfaction in other positions drop below that of assistant principal. The two categories which were rated lower were salary and assistance from immediate supervisor. According to the findings of the career study, most assistant principals found their tenure as assistant principals less satisfying than other positions they had held.

The shadow study consisted of on-site observations of eighteen assistant principals. The shadowers were graduate students who were recommended by local universities and were trained before the field experience began. Each shadower followed the assistant principal and recorded the daily activities in which each was involved. Shadowing took place over a one-week period using Baron's Interview and

Observation Instruments. Teachers and students were interviewed in addition to the assistant principal. The shadow study revealed that the assistant principal was the person who kept things running by performing the routine tasks of operation.

The study by Austin and Brown was particularly valuable because the researcher examined the position of the assistant principal in several ways. Combining data gathered using a questionnaire and data gathered by observation, the researcher was able to conduct an in-depth study of the assistant principalship. The authors reported that the principal was a key factor in determining the role of the assistant principal. The job satisfaction and assignment of duties of the assistant principal were linked directly to the principal. The assistant principal was essential to the daily operation of the school.

After examining the duties of currently employed principals and assistant principals, Rankin (1973) suggested that the term "co-principal", instead of assistant principal, should be used. The position would carry with it specific duties which would complement the duties of the principal. The salary would also reflect the greater degree of responsibility associated with the position (p. 73). Rankin's article was an attempt to better define the role of the person who assists the principal. He also suggested that the assistant principalship carry with it specific duties for which that person would be responsible, thus providing better role definition. The principal would remain the person responsible for the operation of the school. The article was a sample of the efforts of educators to understand and define the role of the assistant principal.

In the early 1970's, Lavola Burgess served as evaluator for National Association of Secondary School Principal's Frontline Conference for assistant principals. The conferences were seminars for administrators. An analysis of the input of assistant principals from across the country revealed these five primary duties mentioned most often: "(1) discipline; (2) teacher evaluation; (3) attendance; (4) curriculum development and staff leadership; (5) student activities" (Burgess, 1976:77).

It was Burgess' opinion that the assistant principal was very realistic concerning the duties ascribed to that position. Although 50 percent of the participants saw the assistant principalship as a stepping stone to the principalship, many of those questioned indicated that they planned to remain in that position. They realized that declining enrollments and an increase in the number of assistants would make becoming a principal more difficult. With the assistant principalship becoming a terminal career position, the participants indicated a need to make the role of the assistant principal more meaningful in the areas of policy and curriculum development (Burgess, 1976). The areas of responsibility enumerated by Lavola Burgess are an expansion of assistant principals' duties identified by C. W. Boardman (1946).

A study by Hentges (1976) was designed to investigate the duties and responsibilities assigned to assistant principals. Hentges reported that only two references to the assistant principal were listed in the resumes of Educational Resources Information Center through 1973. The objectives of the study were to determine:

1. The degree of responsibility delegated to the assistant principal for each duty assigned;
2. The level of authority involved in the completion of the delegated duty;
3. The degree of importance the duty had to the proper functioning of the school as viewed by the respondents;
4. The differences evident between the roles of the assistant principals in junior and senior high schools;
5. The differences evident between the roles of assistant principals in urban, rural, and suburban schools;
6. The differences in perception of principals and assistant principals relative to the responsibilities, authority, and importance of the duties delegated to the assistant principal (p. 3).

A survey utilizing a systematic sample of secondary principals and assistant principals employed throughout Minnesota yielded a return from 95 assistant principals and 74 principals. A questionnaire/opinionnaire consisting of Likert-type scale was used to elicit responses. The duties listed on the questionnaire were drawn from six areas: (1) school management; (2) curriculum and instruction activities; (3) community relations; (4) staff personnel tasks; (5) student activity duties; and (6) pupil personnel tasks (p. 59).

Hentges found that in Minnesota secondary school assistant principals were involved in nearly all facets of the administrative process though they were seldom given total responsibility. This supported the study of Austin and Brown (1970) which also reported a high occurrence of shared responsibility in all areas. The authority exercised was generally of an advisory or consultative nature or involved shared responsibilities. Assistant principals were found to exercise the greatest degree of authority in the area of student personnel tasks.

The participants identified ten activities in which assistant principals exhibited either total or shared responsibility:

1. School policies
2. Pupil attendance
3. Pupil discipline
4. Special arrangements at the start and close of the school year
5. Parent conferences for academic purposes
6. Staff conferences
7. Emergency arrangements
8. School dances and social activities
9. School public relations
10. Faculty meetings (p. 111)

Hentges noted that four of the first six activities listed related to pupil personnel tasks.

Principals rated the assistant principals' degree of authority for the tasks regarding non-instructional equipment and supplies, emergency arrangements, and providing instructional materials higher than did assistant principals. Discrepancies were also noted relative to the degree of importance with regard to the work assistant principals do with daily bulletins, providing instructional materials, planning lyceums and assemblies, student councils, school traffic or safety squads, and orientation programs for new students. Principals rated the degree of importance in these areas higher than did assistant principals. The author noted that these few differences of opinion represented a small portion of the tasks examined in the study. No significant differences appeared regarding the remainder of the tasks in Hentges' study. These findings differ from the writings of Austin and Brown (1970) who reported significant differences in perceptions between principals and assistant principals. The difference in findings between the two studies may have been caused by the fact that Hentges examined the assistant principals' degree of authority while Austin and Brown examined the assistant principals' degree of

involvement in specific areas. Hentges did find that when the participants ranked tasks according to the amount of time spent on each task, those duties associated with student personnel consumed more of the assistant principals' time than did the other areas. The study did not address the amount of time spent on specific tasks in as great detail as it did the degree of responsibility, importance, and authority.

Craig Zeck (1980) conducted a study of the assistant principal's role in decision making as perceived by principals and assistant principals in the State of Illinois, excluding the City of Chicago. The sample consisted of principals and assistant principals employed in public high schools containing at least one assistant principal. Data were gathered using a questionnaire comprised of 52 decision situations. Using a scale of one to six, participants rated the actual degree of participation and the desired degree of participation of the assistant principal in each situation. Zeck concluded that the assistant principals desired a greater degree of participation than they were currently experiencing in all situations. He also reported no significant differences between the perceptions of principals and assistant principals regarding the desired degree of participation of the assistant principal in the areas of supervision of staff, instructional materials and equipment, instructional organization and methods, and school building policy and procedure. Principals perceived their assistants to be participating in decision making to a higher degree than did assistant principals in the areas of facility planning and

operation, school district policy and procedure, and community relations. The perceptions of principals who had once served as assistants did not differ greatly from those who had not.

Zeck found that the differences in perception of principals and assistant principals appeared in three out of seven major areas. The areas containing significant differences are not the same as those reported in an earlier study by Hentges. The duties identified by Hentges came under the heading of student personnel while the duties identified by Zeck came under the headings of facilities, school district policy, and community relations. A major difference between the studies was that Zeck was examining the degree of participation in decision making in specific areas as opposed to Hentges' approach regarding the degree of authority, importance, or responsibility. While many principals may have delegated some responsibility, very few allowed assistants to make decisions.

An article by Alice Black (1980) provided a description of her study concerning the assistant principal. The role of the assistant principal was examined using the degree of involvement with specific duties. According to the article, the study focused on specific duties commonly attributed to the position of assistant principal. The 34 duties were grouped into the following six major areas: (1) instruction; (2) personnel; (3) pupil personnel; (4) student activities; (5) professional development; and (6) school management. A portion of the respondents was asked open-ended questions which provided another perspective. Although assistant principals were involved to varying degrees in all areas, the author found that they spent a majority of

their time on discipline and that they wanted to be more involved in the areas of instruction and staff development. The assistant principal was perceived by more than 50 percent of the sample as playing a major role in the areas of instruction, professional development, pupil personnel, and school management. Among the findings was the apparent lack of time provided for the completion of assigned tasks. The researcher recommended that a system-wide policy regarding the duties of assistant principals be designed and implemented. The work of Alice Black provided a different aspect to the role of the assistant principal. While other researchers found that assistant principals did not have ample time to devote to the duties already assigned them, Black reported that the study demonstrated the need for a clear description of the role of the assistant principal.

A study of the daily routine of the assistant principal was conducted by Penny McDonald (1981). The purpose of the study was to examine the actual duties of the assistant principal. The sample consisted of five assistant principals in an urban school district on the West Coast. Each assistant was observed for a period of five days on school-related activities, including evenings. Observations were conducted at various times throughout the year. Data were collected using a variety of techniques including a structured interview, field notes, and structured observation. The researcher found that the assistant principals in the study spent the greatest amount of time (48 percent) involved in meetings, both scheduled and unscheduled. The author reported that the remainder of their time was spent on desk work (12 percent), telephone calls (six percent), and observational

informational tours (34 percent). The duties of the assistants varied according to the time of year, personal characteristics, and assigned responsibilities. The researcher did not find a standard job description for the assistant principals involved in the study.

In his study of the assistant principal's role, Douglas Wyles (1981) identified and examined both the actual and desired roles of the assistant principal. The researcher used Hoppock's Job Satisfaction Blank to assess the level of job satisfaction along with forty-five responsibility statements as the method of gathering data. The responsibility statements were drawn from those involving either total or shared responsibility identified by Austin and Brown (1970). The statements were drawn from the following major categories: (1) school management, (2) staff personnel, (3) community relations, (4) student activities, (5) curriculum instruction, and (6) pupil personnel. All high school assistant principals in metropolitan Toronto were included in the sample.

Wyles found that the degree of involvement varied among participants and from one area to another and that the more closely the rank order of desired involvement matched the rank order of actual involvement the higher the level of job satisfaction. He reported that seven of the 21 duties listed as the "actual" job description were under the heading of staff personnel. Wyles also found that 87.7 percent of the participants in his study were highly satisfied with their role as assistant principal. This did not support the findings of researchers Austin and Brown (1970), who reported that

the assistant principals in their study found their role as assistant principals less satisfying than other positions they had held.

Upon examination of publications concerning the role of the assistant principal, Marvin Brottman (1981) concluded that the traditional role of the assistant had changed very little with regard to the degree of authority exercised by the assistant over the past 50 years. Brottman found that the duties of the assistant principal were dictated by the local system and assignments from the principal. Brottman's observation about the lack of change in the role of the assistant principal was correct in as much as the assignment of duties was left up to the principal. The author stated that there had been little change in the authority delegated to the assistant but that the number of duties for which the assistant was responsible had increased.

The fact that principals were overworked while vice principals were given less meaningful duties was the topic of discussion at the 1982 Western Canada Educational Administrators' Conference. One common problem cited was the absence of a clear, concise job description for the assistant principal. The assignment of duties was left up to the administrator in each individual school (The Canadian School Executive, 1982).

The role of the assistant principal was examined by Herschel Gore (1983). Gore used a questionnaire profiling the duties of the assistant principal to examine the principals' perceptions regarding the role of the assistant principal. The researcher reported that (1) a majority of the principals felt that the assistant principal

should have training equal to his own because many assistants aspire to become principals, (2) the majority of high school assistant principals preferred the title "assistant principal", and (3) principals should have experience as assistants before being promoted. The assistant principal was described as a helper rather than someone with management responsibilities.

Tennessee Career Ladder

Historically, the principal has been responsible for assigning the duties of the assistant principal. The principal may have received some direction in this task from the local administration. During the early 1980's educators in Tennessee, along with the State Board of Education, began to examine the public schools in that state. In order better to define the duties and responsibilities of educators in Tennessee, the State Department of Education developed guidelines for each position. The position of assistant principal was defined for the purpose of evaluation. The State plan provided for the assistant principal to be evaluated using the evaluation instrument designed for principals. This plan changed the definition of duties from a local to a state level responsibility. The Comprehensive Education Reform Act of 1984 (Tennessee, 1984) was passed providing a framework for the improvement of the state's public schools. The Career Ladder incentive pay program was one part of the improvement plan. The program contained specific guidelines for the certification and evaluation of administrators. Principals and assistant principals were given the opportunity to be evaluated for the level. Those levels were:

1. Provisional - \$1,000 supplement
2. Career Level I - Extended contract with \$4,000 supplement
3. Career Level II - Extended contract with \$7,000 supplement

Assistant principals who elected to be evaluated for the various levels were evaluated using the same instrument designed for principals.

Once the plan was implemented the relationship between the local definition and the state definition of the assistant principalship could be examined. The impact of the Career Ladder program on that position could also be examined.

Summary

In summary, the position of the assistant principal had evolved over the years as schools grew in size. Although educators have expressed an interest in the position of the assistant principal throughout the literature, in relation to other areas of education comparatively few research studies have been conducted regarding the assistant principal. As of 1973, the Educational Resources Information Center listed only two references pertaining to the assistant principal (Hentges, 1976).

The studies of Austin and Brown (1970) and Craig Zeck (1980) indicated significant differences between the perceptions of principals and assistant principals regarding the role of the assistant principal. Austin and Brown reported that the perceptions of principals and assistant principals differed regarding the amount of responsibility assistant principals were delegated. Zeck reported that principals perceived their assistants to be participating in decision making to

a higher degree than did assistant principals in the areas of facility planning and operation, school district policy and procedure, and community relations. The influence of the principal upon the role of the assistant principal was found throughout the literature due to the fact that the principal had the primary responsibility for the assignment of duties and the allocation of time for the performance of duties. This is supported by the writings of Brottman (1981) and Jacobson, Logsdon, and Wiegman (1973).

Since the assignment of duties was left to the individual principals or school boards with no guidelines at the state level, the role of the assistant principal was still determined by the principal.

A review of the literature showed that the role of the assistant principal had evolved and changed since its inception around the turn of the century. In the early 1900's the duties that were assigned to assistant principals were clerical duties. As the role evolved, the assistant principal became involved to varying degrees in the areas of student personnel, facilities, and curriculum. As the assistant principal's role broadened in scope, a lack of uniformity continued. As a result the duties and responsibilities could vary from one school or school system to another.

The role of the assistant principal in Tennessee was being defined by the evaluation instrument for those who elected to participate in the Career Ladder program. The program did not guarantee that each assistant's job would include the responsibilities necessary to allow participation in the program. The assignment of duties was left

up to the principal, which could have prevented some assistants from being involved in duties required by the evaluation. The Career Ladder program did provide a basis from which the role of the assistant principals in that state had become more consistent, but without a job description the position continued to lack uniformity.

CHAPTER III

METHODOLOGY OF THE STUDY

This chapter describes the procedures and methods of the research study. A description of the population, the sample, the data, and the instrumentation are presented.

Population

The population of this study consisted of all public secondary school principals and assistant principals in Tennessee. The population was identified by school in the 1983-84 Directory of Public Schools, Approved Nonpublic and Special State Schools for 1982-83 and The State Department of Education, State of Tennessee (1984). This publication gave the following information regarding secondary schools:

1. An alphabetical listing of the county school systems and the city school systems respectively
2. The school identification number
3. Grade spread
4. Number of teachers
5. School address
6. Congressional district
7. Name of principal
8. Phone number

Since there were no state guidelines to determine the number of assistant principals assigned to each high school, the population was identified by school rather than by individuals within a school. There were 257 public secondary schools serving grades 9-12. The grade span was identified in one of four ways: (1) grades 9-12; (2) grades 10-12; (3) grades 10-11; and (4) grades 11-12.

Sample

The sample was drawn using the following procedures:

One hundred fifty-two (152) secondary schools were randomly selected from the population of 257. The sample was drawn from the list as it appeared in the 1983-84 Directory of Public Schools, Approved Nonpublic and Special State Schools for 1982-83 and The State Department of Education, State of Tennessee (1984). Each school was assigned a number, and a table of random numbers was used to select the schools which were included in the sample.

The research sample included the principal and a maximum of two assistant principals from the 152 randomly selected schools. In schools with more than two assistants, the principals selected two participants.

Data Collection Procedures

A packet containing three surveys (one for the principal and one for each of two assistant principals, Appendix A), a cover letter (Appendix B), and a return envelope was mailed to the principal of each school selected. The principal was the contact person for each follow-up. Although this placed an added responsibility on the principal, it allowed the researcher to account for responses by school. This was necessary due to the fact that the number of assistant principals varied greatly among schools.

The first packet was mailed on April 20, 1985. During the first two weeks, 55 schools responded. A follow-up letter (Appendix C) was mailed to those principals who did not respond within the first two

weeks. Eight additional responses came in during the two weeks following the reminder letters. At the end of the first month, responses had arrived from 63 schools. This was 42 percent of the sample.

On May 18, 1985, a second complete packet containing a cover letter (Appendix D), three questionnaires (Appendix A), and a self-addressed envelope was mailed to the school of each principal who had not returned the first questionnaire. The second mailing yielded responses from an additional 22 schools. During the last week in May and the first week in June, the researcher conducted a telephone follow-up. Nine additional schools responded to the phone call. Of the 16 schools returning unused questionnaire packets, 7 reported that there were no assistant principals.

A final return of 57 percent of the sample was used for the analysis in this study. Because of this relatively low rate of response, a telephone follow-up was conducted to determine the reasons participants gave for not responding to the questionnaire. Twenty-two school contacts were successfully made. Two of the responses were from assistant principals and 20 were from principals. In order to provide a profile of these nonrespondents to determine if they were any different from those who returned questionnaires, several brief questions were asked. A report of these responses is found in Chapter IV.

Instrumentation

A survey instrument composed of competency areas and job tasks for principals as outlined in the Comprehensive Education Act of 1984 (Tennessee, 1984), in addition to other duties appearing on various job descriptions, was designed and used by the researcher. The

evaluation instrument from which the majority of the duties were taken was validated first by a review of the literature. The instrument was then examined by practicing administrators in the State. The instrument was a compilation of duties and competencies. This same instrument was to be used in the evaluation of assistant principals. The additional items were examined by a panel of practicing educators in East Tennessee. Twenty-eight percent of the items came from sources other than the Career Ladder evaluation criteria. The competencies used were taken from The Elementary Principals' Handbook (Ubben, 1978: 346). The competencies were derived from the findings of a series of studies conducted in Dade County, Florida, by the authors in the 1970's. A break-down of the major headings and the duties applied to each item on the survey (items not included in the list of duties prepared by the State of Tennessee are marked with an asterisk) is shown in Table 1. The validity of the survey was established from its review by a panel of practicing administrators.

A Likert-type scale was used to determine the degree of involvement assigned to each duty or job task as it related to the role of the assistant principal. The researcher also wanted to determine whether assistant principals in Tennessee were involved in the areas designated for evaluation.

Two field tests were conducted. The first field test of the survey was conducted in August 1984. The six participants were secondary school principals and assistant principals. The first section of the survey, which involved estimating the percentage of

TABLE 1

MAJOR HEADINGS AND SPECIFIC DUTIES
OF ASSISTANT PRINCIPALS

Major headings and item numbers taken from Questionnaire
(See Appendix A)

ITEM NUMBER	HEADINGS AND SPECIFIC DUTIES
	(Community-school relations activities: meeting with parents and civic groups; doing news releases; etc.)
3	Provides for systematic, two-way communication with teachers, staff, and the community
12	Communicates with teachers, staff, parents, and other administrators/supervisors
15	Manages conflict with teachers, staff, parents, and other administrators/supervisors
*21	Works directly with community organizations
26	Utilizes effective strategies for involving others in decision making
36	Considers interests and needs of teachers and staff in establishing work routines and requirements
*56	Communicates with the public (press releases, open house, letters to parents)
	(Developing personnel: helping teachers; in-service activities)
16	Develops and/or uses and evaluates ideas and innovative approaches to improve job performance
37	Disseminates ideas and information to other professionals
43	Maintains accurate and up-to-date records
45	Reviews the utilization of personnel based on their capabilities and contributions to the staffing needs as determined by school goals and objectives
46	Determines the utilization of personnel based on their capabilities and contributions to the staffing needs as determined by school goals and objectives
47	Provides appropriate orientation and induction programs for teachers and staff members
49	Develops a program of teacher evaluation
50	Implements a program of teacher evaluation
54	Establishes individual professional growth plans with teachers based on evaluation results

TABLE 1 (Continued)

ITEM NUMBER	HEADINGS AND SPECIFIC DUTIES
	(Student personnel: working with students)
* 5	Arranges for the operation of clubs, sports, and co-curricular activities
* 7	Administers discipline policy
* 8	Coordinates student publications
* 9	Establishes procedures for maintaining student control in the cafeteria
*35	Reports student attendance and follow-up
	(Curriculum development: educational programming; developing innovative curricula; future planning; etc.)
1	Involves teachers in developing and implementing school instructional goals and objectives
4	Insures that school and classroom activities are consistent with school instructional goals and objectives
13	Evaluates progress of teachers toward instructional goals and objectives and makes needed adjustments
17	Works with teachers to plan the instructional program consistent with student needs
18	Works with teachers to modify the instructional program consistent with student needs
19	Works with teachers to implement the instructional program consistent with student needs
28	Bases instructional program development on sound research and practice
31	Incorporates the designated state and/or system curriculum in the development of instructional programs
38	Develops and/or uses appropriate procedures and criteria for evaluating the instructional program
41	Establishes high expectations for student achievement which are directly communicated to students and teachers
44	Establishes rules and expectations for the use of time allocated to instruction
48	Supports social and intellectual activities in the school
51	Establishes with teachers and students procedures and codes for handling and correcting discipline problems
52	Implements with teachers and students procedures and codes for handling and correcting discipline problems
53	Evaluates with teachers and students procedures and codes for handling and correcting discipline problems

TABLE 1 (Continued)

ITEM NUMBER	HEADINGS AND SPECIFIC DUTIES
	(Managing the building: report writing; keeping the toilets flushing; keeping students in and intruders out; etc.)
2	Develops and/or implements a system of reporting, record keeping, written communication, and accounting
11	Establishes, implements, and maintains legal and workable administrative procedures
14	Applies administrative procedures
*23	Plans for periodic safety drills
*24	Conducts periodic safety drills
25	Arranges the use of shared equipment and facilities to benefit the school program
29	Seeks and/or provides clarification, as appropriate, of federal, state, and local school system policies and rule interpretations when making decisions and/or
32	Establishes and/or implements procedures to improve, modify, and/or make repairs of school plant facilities and equipment
39	Establishes safety and security arrangements for school plant facilities and equipment
40	Maintains safety and security arrangements for school facilities and equipment
42	Administers school budget(s) in accordance with system regulations, board policies, and legal requirements
55	Manages routine business and record keeping
	(Miscellaneous duties: other)
* 6	Develops a plan for health and physical services activities
*10	Supervises the transportation system (buses)
*20	Coordinates counseling services
*22	Develops and maintains bus duty schedules
27	Takes formal coursework related to administrative assignment or advancement
30	Actively participates in professional organizations
*33	Develops loading and unloading procedures for the bus students

TABLE 1 (Continued)

ITEM NUMBER	HEADINGS AND SPECIFIC DUTIES
(Miscellaneous duties: other) (Continued)	
*34	Schedules security services for special functions
*57	Establishes procedures for the use of buses for off-campus trips

*Items not included in the list of duties prepared by the state of Tennessee.

time spent on an annual basis in each of the competency areas, was the only section which was pointed out as being difficult to complete. Other minor revisions were made such as breaking down some of the longer items into more manageable statements.

A second field test was conducted in February 1985. Graduate students in Educational Administration at the University of Tennessee completed the instrument then offered suggestions for improvement. The only change which was recommended concerned the use of percentages of time in the first section. The respondents commented that it was very difficult to assign such a value on an annual basis. That section was deleted at that point. The revised survey was sent out in April 1985 to gather responses reflecting the role of the assistant principal.

A telephone follow-up consisting of four open-ended questions and six questions (one from each competency area) was used to gather data from persons who did not return the questionnaires.

Analysis of Data

The Statistical Package for the Social Sciences offers the Alpha Model of Cronbach's α test for reliability used to check the reliability of the survey instrument. This test is equivalent to the Kuder-Richardson Kr20 test of internal consistency (Hull, 1981). The reliability coefficient for $N = 144$ cases was reported at 0.92946, which was interpreted to be reliable.

Chi square was used to compare the responses on the telephone follow-up to the responses of survey participants. This procedure was

designed to determine whether the perceptions of persons who did not return the survey differed from those who returned the survey.

A t-test was used to determine whether or not there was a difference between the actual degree of involvement and the desired degree of involvement in each of the competency areas. Research questions 1, 2, and 3 were analyzed using the t-test. The Statistical Package for the Social Sciences (SPSS) was used for computation of the t-tests and descriptive statistics (Hull, 1981).

An analysis of variance was used to determine the relationship of responses of assistant principals participating in the Career Ladder program and assistant principals not participating in the program regarding their degree of involvement in specific job tasks. Participants' responses on a Likert-type scale indicating the degree of involvement assigned to each job task provided the data for an analysis of the effect of the law on specific duties as perceived by assistant principals applying for various levels in the incentive pay program. The degree of involvement as opposed to degree of importance was used in order to provide a more accurate description of the assistant principals' duties. Research questions 4 and 5 were analyzed using analysis of variance. The analyses of variance were computed using the Statistical Analysis System (SAS) with input from data cards (SAS Institute Inc., 1979).

Summary

The purpose of this study was to investigate the role of the assistant principal at the secondary school level in Tennessee.

Participants for the study were randomly selected from the directory published by the Tennessee State Department of Education. Questionnaires were sent to a sample consisting of the principals and a maximum of two assistants in each of 152 selected schools. A total of 57 percent of the sample returned usable data, which yielded a total of 144 usable questionnaires.

The t-test and analysis of variance were the statistical treatments used to analyze the data.

CHAPTER IV

RESEARCH FINDINGS

In this chapter the data are reported and interpreted with regard to the research questions. Also included is an analysis of the responses of the telephone follow-up. The purpose of the study was to investigate the perceived role of the assistant principal at the secondary level in Tennessee. The statistical designs used in the study were the t-test and the one-way analysis of variance. The t-test was used to examine the difference between the actual and the desired degree of involvement. The analysis of variance was used to examine the relationship between assistant principals participating in the Career Ladder program and assistant principals who are not participating in the Career Ladder program regarding the difference between actual and desired degree of involvement.

The t-test and analysis of variance were the statistical treatments used to analyze the data. The statistical criterion was set at the .05 confidence level of significance for both the t-test and the one-way analysis of variance.

Telephone Follow-up

Due to the relatively low rate of response a telephone follow-up was conducted to determine the reasons participants gave for not responding to the questionnaire. The questions asked and an analysis of the responses follows.

1. Why did you not respond to the questionnaire in the spring?

Three reported having no assistant principal. Three reported having more than one principal during the 1984-85 school year. Twelve did not remember receiving the questionnaire. One passed the questionnaires on to an assistant principal.

2. Do you have an assistant principal? If so, how many?

Ten reported having one assistant principal. Five reported having two assistant principals. Five reported having more than two assistant principals. Two did not respond.

3. Were the principals and/or assistant principals participating in the Career Ladder program during the spring of last year? If so, at what level?

Four principals were not participating in the Career Ladder program. Four principals reported entering at the \$1,000 Level which entitled them to the supplement for one year only. Two principals reported entering at Levels I and II, which required them to undergo a state evaluation and entitled them to an extended contract during the summer. Eight assistant principals were reported as not having participated in the program. Five assistant principals were reported at the \$1,000 level. Four assistant principals were reported at Levels I and II.

4. Would you rate (scale used in questionnaire) the following six items according to the assistant principals' actual degree of involvement?

Table 2 shows the comparison of mean scores for selected item ratings of the questionnaire respondents (Spring 1985) and telephone respondents (Fall 1985). Since only two assistant principals participated in the telephone follow-up, only the principals' responses were used in the computation of Chi square. Five principals responded to the six-item questionnaire.

In the area of community-school relations (item 3) the mean scores were reported as 3.8 for the telephone respondents and 3.65 for the questionnaire respondents. In the area of personnel (item 37) the mean scores were reported as 3.8 for the telephone respondents and 3.42 for the questionnaire respondents. In the area of student personnel (item 7) the mean scores were reported as 4.4 for the telephone respondents and 4.25 for the questionnaire respondents. In the area of curriculum development (item 31) the mean scores were reported as 3.4 for the telephone respondents and 3.3 for the questionnaire respondents. In the area of managing the building (item 55) the mean scores were reported as 3.2 for the telephone respondents and 3.33 for the questionnaire respondents. In the area of miscellaneous duties (item 33) the mean scores were reported as 4.2 for the telephone respondents and 2.88 for the questionnaire respondents. An analysis of the data yielded $\chi^2 = .4757$, which was not significant at the .05 level. Analysis of the data gathered during this telephone follow-up indicated no significant difference between those who responded in the spring and those who did not respond.

TABLE 2
COMPARISON OF QUESTIONNAIRE RESPONDENTS AND TELEPHONE RESPONDENTS
BY PRINCIPAL'S RATINGS USING MEAN SCORES
ON SELECTED QUESTIONNAIRE ITEMS

GROUP	MAJOR HEADING	ITEM NUMBER	N	O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
Questionnaire Respondents	Community- School Relations	3	63	3.65	3.56	.09	.0081	.0023
	Personnel	37	59	3.42	3.45	-.03	.0009	.2899
	Student Personnel	7	63	4.25	4.13	.12	.0144	.0035
	Curriculum Development	31	61	3.30	3.20	.10	.0100	.0031
	Managing the Building	55	63	3.33	3.12	.21	.0441	.0141
	Miscellaneous Duties	33	59	2.88	3.38	-.50	.2500	.0739
Telephone Respondents	Community- School Relations	3	5	3.80	3.89	-.09	.0081	.0021
	Personnel	37	5	3.80	3.77	.03	.0009	.0002
	Student Personnel	7	5	4.40	4.52	-.12	.0144	.0032
	Curriculum Development	31	5	3.40	3.50	-.10	.01	.0029
	Managing the Building	55	5	3.20	3.41	-.21	.0441	.0129
	Miscellaneous Duties	33	5	<u>4.20</u>	<u>3.70</u>	.50	.2500	<u>.0676</u>
				43.63	43.63	$\chi^2 = .4757$ ns		

Critical value: $\chi^2_{.05, 5} = 11.07$

Note: ns means not significant at .05 level

Number and Classification of Survey Participants

Table 3 shows groups and sample sizes of the independent variables. Two questions to which participants were asked to respond were: (1) position, and (2) Career Ladder participation status. The question on position referred to whether participants held the position of principal or assistant principal. Sixty-four were principals and 80 were assistant principals. The question on Career Ladder participation status referred to the level at which the participant elected to enter the Career Ladder program during the 1984-85 school year. Four persons were not in the Career Ladder program, 41 were in the \$1,000 category, 32 were on Levels I and II, and 3 participants gave no response. The number of cases may vary in the computation of specific items due to missing data on some respondents' questionnaires.

TABLE 3
CLASSIFICATION OF SURVEY PARTICIPANTS

VARIABLE	GROUPS	NUMBERS
1. Position	1 Principals	64
	2 Assistant Principals	80
2. Career Ladder Participation Status of Assistant Principals	1 No (did not participate)	4
	2 \$1,000	41
	3 Level I and Level II	32
	No Response	3

Note: The number of cases may vary in the computation of specific items due to missing data on the questionnaires

Research Questions and Data Analyses

The research questions are restated as they were presented in Chapter I. For each of the first three research questions a separate t-test was computed. There were one-way analysis of variance computed for each competency area in questions 4 and 5.

Items from the questionnaire were clustered according to major headings or competency areas. These included community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel. The clustering was done to make the information more manageable and more meaningful with regard to the role of the assistant principal. Means and standard deviations were calculated for each item. Scores were reported under the headings of principal and assistant principal and in categories of actual and desired degree of involvement. The scores were used to identify specific duties in the areas in which differences occurred. Appendices E through J provide the descriptive scores.

Research question 1. According to the responses of assistant principals, did the actual degree of involvement differ from the desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

Table 4 shows that in the area of community-school relations the mean and variance for the actual degree of involvement were $\bar{X}_1 = 3.59$ and $S_1^2 = .52$ as compared to mean and variance for the desired degree of

TABLE 4

DIFFERENCES IN ASSISTANT PRINCIPALS' RESPONSES FOR ACTUAL AND DESIRED
DEGREE OF INVOLVEMENT BY COMPETENCY AREA

Competency Area	N	Actual	Desired	Actual	Desired	t
		$\bar{X}_1$	$\bar{X}_2$	S_1^2	S_2^2	
Community-school relations	66	3.59	3.93	.52	.93	-5.06*
Curriculum development	67	3.42	3.92	.69	.72	-6.73*
Managing the building	64	3.24	3.52	.64	.63	-5.04*
Miscellaneous duties	59	2.85	3.11	.63	.70	-3.97*
Personnel	67	3.29	3.82	.69	.72	-6.59*
Student personnel	67	3.45	3.48	.60	.61	.42 ns

*Significant at .05 level

Note: ns means not significant at .05 level

involvement of $\bar{X}_2 = 3.93$ and $S_2^2 = .93$. This yielded a t value of -5.06 which indicated that the difference was significant at the .05 level.

In the area of curriculum development the mean and variance for the actual degree of involvement were $\bar{X}_1 = 3.42$ and $S_1^2 = .69$ as compared to the mean and variance for the desired degree of involvement of $\bar{X}_2 = 3.92$ and $S_2^2 = .72$. This yielded a t value of -6.73 which indicated that the difference was significant at the .05 level.

In the area of managing the building the mean and variance for the actual degree of involvement were $\bar{X}_1 = 3.24$ and $S_1^2 = .64$ as compared to the desired degree of involvement of $\bar{X}_2 = 3.52$ and $S_2^2 = .63$. This yielded a t value of -5.04 which indicated that the difference was significant at the .05 level.

In the area of miscellaneous duties the mean and variance for the actual degree of involvement were $\bar{X}_1 = 2.85$ and $S_1^2 = .63$ as compared to the desired degree of involvement of $\bar{X}_2 = 3.11$ and $S_2^2 = .70$. This yielded a t value of -3.97 which indicated that the difference was significant at the .05 level.

In the area of personnel the mean and variance for the actual degree of involvement were $\bar{X}_1 = 3.29$ and $S_1^2 = .69$ as compared to the mean and variance for the desired degree of involvement of $\bar{X}_2 = 3.29$ and $S_2^2 = .72$. This yielded a t value of -6.59 which indicated that the difference was significant at the .05 level.

In the area of student personnel the mean and variance for the actual degree of involvement were $\bar{X}_1 = 3.45$ and $S_1^2 = .60$ as compared to the mean and variance for the desired degree of involvement of $\bar{X}_2 = 3.48$ and $S_2^2 = .61$. This yielded a t value of .42 which indicated that the difference was not significant at the .05 level.

A t-test was used to determine the significance of difference in the assistant principals' actual and desired degree of involvement. In the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, and personnel, the data in Table 4 indicated that the assistant principals' actual degree of involvement was significantly less than the desired degree of involvement.

Research question 2. When comparing the responses of principals to assistant principals, were there differences in their assessments of the assistant principals' desired degree of involvement in the areas of

community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

Table 5 shows that in the area of community-school relations, the mean and variance for principals' desired degree of involvement were $\bar{X}_1 = 3.98$ and $S_1^2 = .50$ as compared to the mean and variance for assistant principals' desired degree of involvement of $\bar{X}_2 = 3.93$ and $S_2^2 = .58$. This yielded a t value of .34 which indicated that the difference was not significant at the .05 level.

In the area of curriculum development, the mean and variance for the principals' desired degree of involvement were $\bar{X}_1 = 3.99$ and $S_1^2 = .53$ as compared to the mean and variance of the assistant principals' desired degree of involvement of $\bar{X}_2 = 3.93$ and $S_2^2 = .72$. This yielded a t value of .46 which indicated that the difference was not significant at the .05 level.

In the area of managing the building the mean and variance for principals' desired degree of involvement were $\bar{X}_1 = 3.77$ and $S_1^2 = .48$ as compared to the mean and variance for assistant principals' desired degree of involvement of $\bar{X}_2 = 3.54$ and $S_2^2 = .63$. This yielded a t value of 1.66 which indicated that the difference was not significant at the .05 level.

In the area of miscellaneous duties the mean and variance for the principals' desired degree of involvement were $\bar{X}_1 = 3.56$ and $S_1^2 = .49$ as compared to the mean and variance for assistant principals' desired degree of involvement of $\bar{X}_2 = 3.11$ and $S_2^2 = .70$. This yielded a t value of 3.07 which indicated that the difference was significant at the .05 level.

TABLE 5
DIFFERENCES IN PRINCIPALS' AND ASSISTANT PRINCIPALS' RESPONSES FOR
DESIRED DEGREE OF INVOLVEMENT BY COMPETENCY AREA

Competency Area	Principal N_1	Assistant Principal N_2	Principal $\bar{X}_1$	Assistant Principal $\bar{X}_2$	Principal S_1^2	Assistant Principal S_2^2	t
Community-school relations	56	67	3.98	3.93	.50	.58	.34 ns
Curriculum development	58	70	3.99	3.93	.53	.72	.46 ns
Managing the building	55	67	3.77	3.54	.48	.63	1.66 ns
Miscellaneous duties	48	64	3.56	3.11	.49	.70	3.07*
Personnel	56	69	3.80	3.81	.54	.72	.81 ns
Student personnel	54	69	3.88	3.48	.54	.61	2.89*

*Significant at .05 level

Note: ns means not significant at .05 level

In the area of personnel, the mean and variance for principals' desired degree of involvement were $\bar{X}_1 = 3.80$ and $S_1^2 = .54$ as compared to the mean and variance for assistant principals' desired degree of involvement of $\bar{X}_2 = 3.81$ and $S_2^2 = .72$. This yielded a t value of .81 which indicated that the difference was not significant at the .05 level.

In the area of student personnel the mean and variance for principals' desired degree of involvement were $\bar{X}_1 = 3.88$ and $S_1^2 = .54$ as compared to the mean and variance for assistant principals' desired degree of involvement of $\bar{X}_2 = 3.48$ and $S_2^2 = .61$. This yielded a t value of 2.89 which indicated that the difference was significant at the .05 level.

A t-test was used to determine the significance of the difference in the principals' and assistant principals' desired degree of

involvement of assistant principals. The data in Table 5 indicated that principals rated the desired degree of involvement of assistant principals significantly greater in the areas of miscellaneous duties and student personnel than did assistant principals.

Research question 3. When comparing the responses of principals to assistant principals, were there differences in their assessments of the assistant principals' desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

Table 6 shows that in the area of community-school relations, the mean and variance for principals' actual degree of involvement were $\bar{X}_1 = 3.50$ and $S_1^2 = .77$ as compared to the mean and variance of the assistant principals' actual degree of involvement of $\bar{X}_2 = 3.60$ and $S_2^2 = .52$. This yielded a t value of .69 which indicated that the difference was not significant at the .05 level.

In the area of curriculum development, the mean and variance for principals' actual degree of involvement were $\bar{X}_1 = 3.34$ and $S_1^2 = .70$ as compared to the mean and variance of the assistant principals' actual degree of involvement of $\bar{X}_2 = 3.46$ and $S_2^2 = .69$. This yielded a t value of .83 which indicated that difference was not significant at the .05 level.

In the area of managing the building, the mean and variance for principals' actual degree of involvement were $\bar{X}_1 = 3.26$ and $S_1^2 = .83$ as compared to the mean and variance for assistant principals' actual degree of involvement of $\bar{X}_2 = 3.26$ and $S_2^2 = .64$. This yielded a t value of .02 which indicated that the difference was not significant at the .05 level.

TABLE 6
DIFFERENCES IN PRINCIPALS' AND ASSISTANT PRINCIPALS' RESPONSES FOR
ACTUAL DEGREE OF INVOLVEMENT BY COMPETENCY AREA

Competency Area	Principal	Assistant	Principal	Assistant	Principal	Assistant	t
	N ₁	N ₂	$\bar{X}_1$	$\bar{X}_2$	S ₁ ²	S ₂ ²	
Community-school relations	57	71	3.50	3.60	.77	.52	.69 ns
Curriculum development	56	73	3.34	3.46	.70	.69	.83 ns
Managing the building	54	69	3.26	3.26	.83	.64	.02 ns
Miscellaneous duties	52	68	2.92	2.91	1.03	.63	.04 ns
Personnel	57	74	3.13	3.28	.88	.69	.92 ns
Student personnel	54	72	3.38	3.49	.83	.60	.67 ns

Note: ns means not significant at .05 level

In the area of miscellaneous duties, the mean and variance for principals' actual degree of involvement were $\bar{X}_1 = 2.92$ and $S_1^2 = 1.03$ as compared to the mean and variance for assistant principals' actual degree of involvement of $\bar{X}_2 = 2.91$ and $S_2^2 = .63$. This yielded a t value of .04 which indicated that the difference was not significant at the .05 level.

In the area of personnel, the mean and variance for principals' actual degree of involvement were $\bar{X}_1 = 3.13$ and $S_1^2 = .88$ as compared to the mean and variance for assistant principals' actual degree of involvement of $\bar{X}_2 = 3.28$ and $S_2^2 = .69$. This yielded a t value of .92 which indicated that the difference was not significant at the .05 level.

In the area of student personnel, the mean and variance for principals' actual degree of involvement were $\bar{X}_1 = 3.38$ and $S_1^2 = .83$

as compared to the mean and variance for assistant principals' actual degree of involvement of $\bar{X}_2 = 3.48$ and $S_2^2 = .60$. This yielded a t value of .67 which indicated that the difference was not significant at the .05 level.

A t-test was used to determine the significance of the difference in the principals' and assistant principals' actual degree of involvement. The areas examined were community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel. The data in Table 6 indicated that the differences between principals' and assistant principals' perceptions of the assistant principals' actual degree of involvement in these areas were not significant.

Research question 4. When comparing the responses of assistant principals participating in the Career Ladder program to assistant principals who were not participating in the program, were there differences in their assessments of the desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

Table 7 shows that the one-way analysis of variance computed for the assistant principals' desired degree of involvement in the area of personnel yielded the value of F at 5.10. The difference between groups was statistically significant at the .05 level in the area of personnel. The Sheffe test was computed for the area of personnel. The results indicated that the difference between group 1 (No) and group 2 (\$1,000)

TABLE 7
COMPARISON OF SCORES FOR DESIRED DEGREE OF INVOLVEMENT IN EACH
COMPETENCY AREA BY ASSISTANT PRINCIPALS'
CAREER LADDER PARTICIPATION STATUS

Competency Area	No C.L. Mean N = 4	C.L. \$1000 Mean N = 41	C.L. Levels I,II Mean N = 32	Source of Variation	Sum of Squares	df	Mean Square	F	F Probability
Community-School Relations	3.11	3.99	3.94	Between Groups	2.8378	2	1.4189	2.49	.0910 ns
				Within Groups	34.7017	61	.5689		
				Total	37.5395	63			
Curriculum Development	3.08	4.02	3.91	Between Groups	3.2134	2	1.6067	2.26	.1123 ns
				Within Groups	45.4389	64	.7099		
				Total	48.6523	66			
Managing The Building	2.77	3.63	3.53	Between Groups	2.6424	2	1.3212	2.18	.1222 ns
				Within Groups	37.0355	61	.6071		
				Total	39.6779	63			
Miscellaneous Duties	2.44	3.19	3.12	Between Groups	1.5445	2	.7723	1.17	.3177 ns
				Within Groups	38.2944	58	.6602		
				Total	39.8389	60			
Personnel	2.61**	3.97	3.81	Between Groups	6.6534	2	3.3267	5.10	.0088*
				Within Groups	41.0720	63	.6519		
				Total	47.7254	65			
Student Personnel	3.35	3.52	3.50	Between Groups	.1078	2	.0539	.09	.9179 ns
				Within Groups	40.2408	64	.6288		
				Total	40.3486	66			

*Significant at .05 level

**Sheffe indicated significant difference between the means of No Participation and Levels I and II

Note: ns means not significant at .05 level

and between group 1 (No) and group 3 (Levels I and II) were statistically significant. Assistant principals participating in the Career Ladder program reported a greater desired degree of involvement in the area of personnel than did assistant principals who were not participating in the program.

The F ratio for each of the other areas was reported as: 2.49 for community-school relations, 2.26 for curriculum development, 2.18 for managing the building, 1.17 for miscellaneous duties, and .09 for student personnel, which indicated no significant difference in the group means at the .05 level in each of those areas.

Research question 5. When comparing the responses of assistant principals participating in the Career Ladder program to assistant principals who were not participating in the program, were there differences in their assessments of the actual degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, personnel, and student personnel?

Table 8 shows that the F ratio for each area was reported as: .80 for community-school relations, 1.64 for curriculum development, 1.27 for managing the building, 2.20 for miscellaneous duties, 2.41 for personnel, and .13 for student personnel. There were no significant differences in group means at the .05 level. The one-way analyses of variance computed in testing question 5 showed no significant difference between assistant principals' categories of participation in the Career Ladder program with regard to their actual degree of involvement.

Discussion

The findings of this study support previously reported research. An examination of the data of this study indicated that assistant principals desired more involvement in the areas of community-school

TABLE 8
COMPARISON OF SCORES FOR ACTUAL DEGREE OF INVOLVEMENT IN EACH
COMPETENCY AREA BY ASSISTANT PRINCIPALS'
CAREER LADDER PARTICIPATION STATUS

Competency Area	No C.L. Mean N = 4	C.L. \$1000 Mean N = 41	C.L. Levels I,II Mean N = 32	Source of Variation	Sum of Squares	df	Mean Square	F	F Probability
Community-School Relations	3.18	3.58	3.67	Between Groups	.8476	2	.4238	.80	.4530 ns
				Within Groups	34.3729	65	.5288		
				Total	35.2205	67			
Curriculum Development	2.77	3.45	3.56	Between Groups	2.2279	2	1.1139	1.64	.2019 ns
				Within Groups	45.5463	67	.6798		
				Total	47.7742	69			
Managing The Building	2.65	3.32	3.26	Between Groups	1.6411	2	.8205	1.27	.2891 ns
				Within Groups	41.5079	64	.6486		
				Total	43.1490	66			
Miscellaneous Duties	2.22	3.03	2.87	Between Groups	2.4300	2	1.2150	2.20	.1195 ns
				Within Groups	34.8242	63	.5228		
				Total	37.2542	65			
Personnel	2.39	3.31	3.33	Between Groups	3.2784	2	1.6392	2.41	.0976 ns
				Within Groups	46.2914	68	.6808		
				Total	49.5698	70			
Student Personnel	3.40	3.55	3.47	Between Groups	.1502	2	.0751	.13	.8783 ns
				Within Groups	39.2785	68	.5776		
				Total	39.4287	70			

Note: ns means not significant at .05 level

relations, curriculum development, managing the building, miscellaneous duties, and personnel. This was supported by the findings of Burgess (1976) which indicated that assistant principals wanted to make their role more meaningful, particularly in the area of curriculum. Hentges (1976) found that assistant principals were involved in nearly every facet of the administrative process with an emphasis in the area of pupil personnel tasks. Principals and assistant principals perceived differently the duties of the assistant principal. According to the findings of this study, principals preferred that assistant principals

have a higher degree of involvement in the areas of student personnel and miscellaneous duties than did assistant principals. Weiss (1953) stated that most of the assistant's time was spent on school management and pupil welfare. Austin and Brown (1970) found that some disharmony existed between the perceptions of principals and assistant principals regarding the scope of the assistant's duties. According to Brottman (1981) the principal and the local system are responsible for assigning the duties of the assistant. This can cause some dissatisfaction when the principal and assistant view the job differently. According to this study, assistant principals who participated in the Career Ladder program preferred to be involved in personnel administration to a greater degree than those who did not participate in the program. French (1957) and Burgess (1976) found that assistant principals were becoming increasingly interested in participating in the administrative processes. Although a majority of assistant principals consider their position a stepping stone, some are beginning to consider it a career. The Career Ladder program assesses assistant principals with the same instrument as principals. Since assistant principals traditionally have not been responsible for personnel, it is reasonable to expect them to desire more involvement in that area.

This study has contributed to the literature concerning the role of assistant principals. The assistant principals in Tennessee were being evaluated using the same instrument as the principals, which indicated a move to increased responsibility and a broader range of duties. The study also compared the actual degree of involvement and

the desired degree of involvement of assistant principals in order to identify the areas in which differences occurred. This was an indication that assistant principals recognized the need to become involved to a greater degree in a wide range of duties in order to be more effective.

Summary

This chapter has presented the findings of the study, the data analyses, and the interpretation of the data in relation to the research questions. Significant differences were found in 7 of the 18 t-tests. The assistant principals' actual degree of involvement was significantly less than the desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, and personnel. Principals rated the desired degree of involvement of assistant principals in the areas of student personnel and miscellaneous duties significantly greater than did assistant principals.

Significant difference was found in 1 of the 12 analyses of variance. Assistant principals participating in the Career Ladder program reported a significantly greater degree of involvement in the area of personnel than assistant principals who did not participate in the program.

CHAPTER V

SUMMARY

The purpose of the study was to investigate the role of the assistant principal at the secondary level in Tennessee public schools. Of major importance was a need to define the role of the assistant principal in order to eliminate some of the ambiguity of specific duties associated with that position. The perceptions of both principals and assistant principals regarding the assistant principals' degree of involvement in specific job tasks or duties were examined in order to identify significant differences.

The duties identified for this study were selected from the evaluation instrument designed by the State of Tennessee in addition to duties appearing on a variety of job descriptions. The State's instrument was to be used to evaluate those assistant principals participating in the Career Ladder incentive pay program. Although the Career Ladder program was unique to Tennessee, the duties outlined in the evaluation instrument for administrators were consistent with those identified in prior research.

The sample consisted of principals and assistant principals from 152 randomly selected secondary schools in Tennessee. Participants in the study were asked to respond to a 57-item questionnaire composed of specific duties assigned to assistant principals. Responses were categorized by actual and desired degree of involvement using a separate five-point Likert-type scale for each category.

Participants were asked to respond first to the degree to which the assistant principal was actually involved in specific job tasks. The second response area related to the degree to which the respondents desired the assistant principal be involved in specific job tasks. Participation or non-participation in Tennessee's Career Ladder program also served as a basis for analysis. The idea for using the degree of involvement in this study came from an earlier study conducted by Alice Black (1980) employing a Likert-type scale to indicate the degree of involvement with specific duties of the assistant principals. The .05 level of significance was used for each statistical procedure.

Findings

The data were analyzed using either the t-test or one-way analysis of variance according to the nature of each research question. The findings were reported for each of the 5 research questions with reference to the degree of involvement in the 57 duties included in the questionnaire.

Significant differences were found in 7 of the 18 t-tests and 1 of the 12 analyses of variance. The following areas indicated significant differences.

1. The assistant principals' actual degree of involvement was less than the desired degree of involvement in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, and personnel.

2. Principals rated the desired degree of involvement of assistant principals in the areas of miscellaneous duties and student personnel greater than did assistant principals.
3. Assistant principals who participated in the Career Ladder program reported a greater degree of involvement in the area of personnel than assistant principals who did not participate in the program. Only 4 of the 77 assistant principals reporting their status with regard to the Career Ladder program were not participating in the program at the time of this study.

Conclusions

1. Assistant principals were interested in broadening the role of the assistant principal in the areas of community-school relations, curriculum development, managing the building, miscellaneous duties, and personnel.
2. There continued to be a lack of uniformity of duties regarding the assistant principal. Conflicts or inconsistencies in role assignment appeared to exist between principals and assistant principals. This was supported by the findings which indicated that principals indicated that they preferred that assistants be more involved in the areas of student personnel, managing the building, and miscellaneous duties than did assistants. Principals preferred that their assistant principals be involved to a greater

extent in the areas of student personnel and miscellaneous duties than did assistant principals. Principals preferred that their assistants be involved to a greater extent in fewer areas than did assistant principals. The area of student personnel was the one in which the desired degree of involvement of assistant principals was rated high by principals but not by assistant principals.

3. Since most assistant principals were participating in the program, the Career Ladder would strongly influence the roles and the tasks of assistant principals. Those participating in the program may have been striving to fulfill the requirements set forth by the evaluation instrument.
4. The State could influence a role that was locally defined. This was a redirection from the historical structure providing for the local definition of a position.
5. There would be difficulty evaluating assistant principals using the Tennessee evaluation procedures for principals because the assistant principals were not strongly involved in all areas.

Implications

The evaluation instrument provided by the Career Ladder program was a step toward a more uniform definition of the assistant principals' role through the assignment of specific duties designated by the State. According to the findings of this study, a majority of the assistant

principals were electing to participate in the program, which would offer them a more clearly defined description of their role through specific job tasks. Continued interest in this direction would lead to a more uniform description of the assistant principal's role in Tennessee public schools.

Recommendations

Since assistant principals who elected to participate in the Tennessee Career Ladder program were evaluated according to the principals' competencies, each school system should provide opportunities for involvement in these areas. Otherwise it was conceivable that some assistant principals could have been denied admittance to the Career Ladder program. Job descriptions consistent with the Career Ladder evaluation instrument needed to be designed.

Someone other than the principal should also evaluate the assistant to prevent bias on the part of the principal. To keep a balance between what the assistant principal should do and what he is doing, the principal should be part of the evaluation team. Assistant principals in Tennessee required a better balance between the amount of time spent on student personnel tasks and personnel tasks.

Replications of this study should be conducted over time as a follow-up to determine the long term effects of the Career Ladder program on the role of the assistant principal. With additional research, it will be possible to better design a job description for the secondary school assistant principal.

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APPENDICES

APPENDIX A

SURVEY OF THE ASSISTANT PRINCIPALSHIP

School Code: _____

Survey of the Assistant Principalship

Please check the appropriate blank in items 1-3.

1. Your Position: Principal _____ Assistant Principal _____
2. Administrative Responsibilities: Full-Time _____ Part-Time _____
3. Are you participating in the Tennessee Career Ladder Program? If so, indicate the level for which you have applied. Otherwise check no.
 No _____ Applied for \$1,000 only _____ I _____ II _____

In items 1-57 please indicate the degree of involvement assigned to each job task as it relates to the position of assistant principal. The left hand column relates to the actual degree of involvement at the present time. The right hand column relates to the degree of involvement desired. Using the following scale, please fill in both columns, indicating your choice.

No Involvement Somewhat Involved Total Involvement
 1 2 3 4 5
 |-----|-----|-----|-----|

Please circle the response for each item.

ACTUAL DEGREE OF INVOLVEMENT						DESIRED DEGREE OF INVOLVEMENT					
1	2	3	4	5	1.	Involves teachers in developing and implement- ing school instructional goals and objectives	1	2	3	4	5
1	2	3	4	5	2.	Develops and/or implements a system of reporting, record keeping, written communication, and accounting	1	2	3	4	5
1	2	3	4	5	3.	Provides for systematic, two-way communication with teachers, staff, and the community	1	2	3	4	5
1	2	3	4	5	4.	Insures that school and classroom activities are consistent with school instructional goals and objectives	1	2	3	4	5
1	2	3	4	5	5.	Arranges for the operation of clubs, sports, and co-curricular activities	1	2	3	4	5
1	2	3	4	5	6.	Develops a plan for health and physical services activities	1	2	3	4	5
1	2	3	4	5	7.	Administers discipline policy	1	2	3	4	5
1	2	3	4	5	8.	Coordinates student publications	1	2	3	4	5

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1	2	3	4	5	9. Establishes procedures for maintaining student control in the cafeteria	1 2 3 4 5
1	2	3	4	5	10. Supervises the transportation system (buses)	1 2 3 4 5
1	2	3	4	5	11. Establishes, implements, and maintains legal and workable administrative procedures	1 2 3 4 5
1	2	3	4	5	12. Communicates with teachers, staff, parents, and other administrators/supervisors	1 2 3 4 5
1	2	3	4	5	13. Evaluates progress of teachers toward instructional goals and objectives and makes needed adjustments	1 2 3 4 5
1	2	3	4	5	14. Applies administrative procedures	1 2 3 4 5
1	2	3	4	5	15. Manages conflict with teachers, staff, parents, and other administrators/supervisors	1 2 3 4 5
1	2	3	4	5	16. Develops and/or uses and evaluates ideas and innovative approaches to improve job performance	1 2 3 4 5
1	2	3	4	5	17. Works with teachers to plan the instructional program consistent with student needs	1 2 3 4 5
1	2	3	4	5	18. Works with teachers to modify the instructional program consistent with student needs	1 2 3 4 5
1	2	3	4	5	19. Works with teachers to implement the instructional program consistent with student needs	1 2 3 4 5
1	2	3	4	5	20. Coordinates counseling services	1 2 3 4 5
1	2	3	4	5	21. Works directly with community organizations	1 2 3 4 5
1	2	3	4	5	22. Develops and maintains bus duty schedules	1 2 3 4 5
1	2	3	4	5	23. Plans for periodic safety drills	1 2 3 4 5
1	2	3	4	5	24. Conducts periodic safety drills	1 2 3 4 5
1	2	3	4	5	25. Arranges the use of shared equipment and facilities to benefit the school program	1 2 3 4 5
1	2	3	4	5	26. Utilizes effective strategies for involving others in decision making	1 2 3 4 5
1	2	3	4	5	27. Takes formal coursework related to administrative assignment or advancement	1 2 3 4 5
1	2	3	4	5	28. Bases instructional program development on sound research and practice	1 2 3 4 5

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| 1 2 3 4 5 | 45. | Reviews the utilization of personnel based on their capabilities and contributions to the staffing needs as determined by school goals and objectives | 1 2 3 4 5 |
| 1 2 3 4 5 | 46. | Determines the utilization of personnel based on their capabilities and contributions to the staffing needs as determined by school goals and objectives | 1 2 3 4 5 |
| 1 2 3 4 5 | 47. | Provides appropriate orientation and induction programs for teachers and staff members | 1 2 3 4 5 |
| 1 2 3 4 5 | 48. | Supports social and intellectual activities in the school | 1 2 3 4 5 |
| 1 2 3 4 5 | 49. | Develops a program of teacher evaluation | 1 2 3 4 5 |
| 1 2 3 4 5 | 50. | Implements a program of teacher evaluation | 1 2 3 4 5 |
| 1 2 3 4 5 | 51. | Establishes with teachers and students procedures and codes for handling and correcting discipline problems | 1 2 3 4 5 |
| 1 2 3 4 5 | 52. | Implements with teachers and students procedures and codes for handling and correcting discipline problems | 1 2 3 4 5 |
| 1 2 3 4 5 | 53. | Evaluates with teachers and students procedures and codes for handling and correcting discipline problems | 1 2 3 4 5 |
| 1 2 3 4 5 | 54. | Establishes individual professional growth plans with teachers based on evaluation results | 1 2 3 4 5 |
| 1 2 3 4 5 | 55. | Manages routine business and record keeping | 1 2 3 4 5 |
| 1 2 3 4 5 | 56. | Communicates with the public (press releases, open house, letters to parents) | 1 2 3 4 5 |
| 1 2 3 4 5 | 57. | Establishes procedures for the use of buses for off-campus trips | 1 2 3 4 5 |

APPENDIX B

FIRST COVER LETTER

1040 Millrace Road
Morristown, TN 37814
April 19, 1985

Dear Fellow Educator:

I am currently gathering data concerning the role of the assistant principal. Enclosed are three copies of a survey. These are to be filled out by the principal and two assistant principals at your school. Please do not share your responses as this may alter the findings.

In filling out the survey please consider the items with regard to the role of the assistant principal. Your responses are to be a reflection of the responsibilities of the assistant principal. Please respond from that standpoint.

Upon completion of the surveys, please return each instrument in the provided envelope. Return any unused surveys. This helps to insure an accurate account of the number participating.

The information gathered by this instrument will be kept in the strictest confidence. The names of participants and/or schools will not appear in the report. The school code is used only as a means of correlating the principal with the assistant principal(s) in each school. These codes will be known to no one other than the researcher.

Cooperation in this study is voluntary; the return of this questionnaire will constitute your informed consent to participate in this study. Your cooperation and prompt attention would be greatly appreciated.

Sincerely,

Deborah L. Hayes

DLH/ag

Enclosures

APPENDIX C

REMINDER

1040 Millrace Road
Morristown, TN 37814

Dear Fellow Educator:

This is just a reminder. A few days ago, you received a packet of questionnaires concerning the duties of the assistant principal. With the end of this school year close at hand, I know that you have many responsibilities. Please take a few minutes to complete and return the questionnaires at your earliest convenience.

If your response is in the mail, please disregard this notice. Your cooperation will be greatly appreciated.

Sincerely,

Deborah L. Hayes

DLH/ag

APPENDIX D

SECOND COVER LETTER

1040 Millrace Road
Morristown, TN 37814
May 17, 1985

Dear Fellow Educator:

Recently I contacted you regarding the role of the assistant principal. According to my records you have not responded. In order to complete the study it is essential that I have more responses from practitioners in the field. Enclosed are three copies of a survey. These are to be filled out by the principal and two assistant principals at your school. Please do not share your responses as this may alter the findings.

In filling out the survey please consider the items with regard to the role of the assistant principal. Your responses are to be a reflection of the responsibilities of the assistant principal. Please respond from that standpoint.

Upon completion of the surveys, please return each instrument in the provided envelope. Return any unused surveys. This helps to insure an accurate account of the number participating.

The information gathered by this instrument will be kept in the strictest confidence. The names of participants and/or schools will not appear in the report. The school code is used only as a means of correlating the principal with the assistant principal(s) in each school. These codes will be known to no one other than the researcher.

Cooperation in this study is voluntary; the return of this questionnaire will constitute your informed consent to participate in this study. Your cooperation and prompt attention would be greatly appreciated.

Sincerely,

Deborah L. Hayes

DLH/ag

Enclosures

APPENDIX E

TABLE A-1

TABLE A-1

DESCRIPTIVE SCORES FOR SPECIFIC DUTIES UNDER
THE HEADING OF COMMUNITY-SCHOOL RELATIONS

Community-school relations activities (meeting with parents and civic groups; doing news releases, etc.)

Item	PRINCIPAL				ASSISTANT PRINCIPAL			
	<u>Actual</u>		<u>Desired</u>		<u>Actual</u>		<u>Desired</u>	
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation
3 - Provides for systematic, two-way communication with teachers, staff, and the community	3.65	1.00	4.03	.87	3.80	1.09	4.19	1.02
12 - Communicates with teachers, staff, parents, and other administrators/supervisors	3.91	.96	4.26	.85	4.23	.89	4.31	.91
15 - Manages conflict with teachers, staff, parents, and other administrators/supervisors	3.61	1.06	4.02	1.02	3.79	1.09	3.99	1.06
*21 - Works directly with community organizations	3.08	1.24	3.66	.95	3.03	1.13	3.66	1.11
26 - Utilizes effective strategies for involving others in decision making	3.41	1.06	3.95	.81	3.44	1.04	4.01	.93
36 - Considers interests and needs of teachers and staff in establishing work routines and requirements	3.53	1.31	4.08	.91	3.53	1.11	3.84	1.09
*56 - Communicates with the public (press releases, open house, letters to parents)	3.27	1.26	3.76	1.12	3.63	1.08	3.93	.99

*Items not included in the list of duties prepared by the state of Tennessee

APPENDIX F

TABLE A-2

TABLE A-2

DESCRIPTIVE SCORES FOR SPECIFIC DUTIES UNDER
THE HEADING OF CURRICULUM DEVELOPMENT

Educational programming (developing innovative curricula; future planning; etc.)

Item	PRINCIPAL				ASSISTANT PRINCIPAL			
	<u>Actual</u>		<u>Desired</u>		<u>Actual</u>		<u>Desired</u>	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1 - Involves teachers in developing and implementing school instructional goals and objectives	3.38	1.05	3.94	.95	3.24	1.03	3.80	.98
4 - Insures that school and classroom activities are consistent with school instructional goals and objectives	3.64	1.00	4.21	.88	3.43	1.09	3.94	.99
13 - Evaluates progress of teachers toward instructional goals and objectives and makes needed adjustments	3.27	1.24	3.97	.92	3.39	1.18	3.85	1.17
17 - Works with teachers to plan the instructional program consistent with student needs	3.29	1.18	3.87	.97	3.24	1.21	3.99	1.08
18 - Works with teachers to modify the instructional program consistent with student needs	3.21	1.12	3.77	1.00	3.32	1.16	4.00	1.04
19 - Works with teachers to implement the instructional program consistent with student needs	3.22	1.09	3.90	1.00	3.37	1.21	4.01	1.04
28 - Bases instructional program development on sound research and practice	3.41	1.13	4.00	1.00	3.42	1.10	3.87	1.18
31 - Incorporates the designated state and/or system curriculum in the development of instructional programs	3.30	1.00	3.80	.94	3.37	1.25	3.73	1.23
38 - Develops and/or uses appropriate procedures and criteria for evaluating the instructional program	3.17	1.32	3.87	.97	3.20	1.24	3.69	1.15
41 - Establishes high expectations for student achievement which are directly communicated to students and teachers	3.75	1.10	4.33	.88	3.72	1.16	3.94	1.19
44 - Establishes rules and expectations for the use of time allocated to instruction	3.37	1.21	3.95	1.05	3.20	1.19	3.78	1.11
48 - Supports social and intellectual activities in the school	3.84	1.06	4.31	.84	4.17	1.05	4.30	.98

TABLE A-2 (Continued)

Item	PRINCIPAL				ASSISTANT PRINCIPAL			
	<u>Actual</u>		<u>Desired</u>		<u>Actual</u>		<u>Desired</u>	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
51 - Establishes with teachers and students procedures and codes for handling and correcting discipline problems	3.85	1.00	4.21	.92	3.89	1.01	4.21	.98
52 - Implements with teachers and students procedures and codes for handling and correcting discipline problems	3.87	1.16	4.32	.91	3.90	.93	4.20	.94
53 - Evaluates with teachers and students procedures and codes for handling and correcting discipline problems	3.60	1.19	4.16	.99	3.73	1.09	4.16	.98

*Items not included in the list of duties prepared by the state of Tennessee

APPENDIX G

TABLE A-3

TABLE A-3

DESCRIPTIVE SCORES FOR SPECIFIC DUTIES UNDER
THE HEADING OF MANAGING THE BUILDING

Managing the building (report writing; keeping the toilets flushing; keeping students in and intruders out; etc.)

Item	PRINCIPAL				ASSISTANT PRINCIPAL			
	<u>Actual</u>		<u>Desired</u>		<u>Actual</u>		<u>Desired</u>	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
2 - Develops and/or implements a system of reporting, record keeping, written communication, and accounting	3.49	1.19	3.84	.92	3.65	1.20	3.82	1.17
11 - Establishes, implements, and maintains legal and workable administrative procedures	3.26	1.13	3.77	1.03	3.55	1.03	3.93	.94
14 - Applies administrative procedures	3.84	1.04	4.25	.85	4.03	.95	4.25	.95
*23 - Plans for periodic safety drills	2.93	1.45	3.66	1.12	2.89	1.42	3.15	1.32
*24 - Conducts periodic safety drills	3.05	1.55	3.70	1.15	2.90	1.35	3.26	1.38
25 - Arranges the use of shared equipment and facilities to benefit the school program	3.20	1.30	3.64	1.08	3.21	1.22	3.45	1.29
29 - Seeks and/or provides clarification, as appropriate, of federal, state, and local school system policies and rule interpretations when making decisions and/or recommendations	3.45	1.32	3.83	1.14	3.78	.97	3.93	1.03
32 - Establishes and/or implements procedures to improve, modify, and/or make repairs of school plant facilities and equipment	3.20	1.38	3.73	1.15	3.21	1.41	3.57	1.30
39 - Establishes safety and security arrangements for school plant facilities and equipment	3.03	1.29	3.53	1.11	3.05	1.31	3.30	1.30
40 - Maintains safety and security arrangements for school plant facilities and equipment	3.13	1.24	3.70	1.05	3.08	1.34	3.35	1.40
42 - Administers school budget(s) in accordance with system regulations, board policies, and legal requirements	2.92	1.51	3.42	1.28	2.72	1.48	3.25	1.36
55 - Manages routine business and record keeping	3.33	1.23	3.86	1.09	3.60	1.13	3.77	1.15

*Items not included in the list of duties prepared by the state of Tennessee

APPENDIX H

TABLE A-4

TABLE A-4
DESCRIPTIVE SCORES FOR SPECIFIC DUTIES UNDER
THE HEADING OF MISCELLANEOUS DUTIES

Other

Item	PRINCIPAL				ASSISTANT PRINCIPAL			
	<u>Actual</u>		<u>Desired</u>		<u>Actual</u>		<u>Desired</u>	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
* 6 - Develops a plan for health and physical services activities	2.67	1.27	3.20	1.16	2.40	1.25	2.89	1.30
*10 - Supervises the transportation system (buses)	2.90	1.37	3.27	1.38	2.75	1.46	2.78	1.42
*20 - Coordinates counseling services	2.38	1.36	3.16	1.21	2.56	1.28	3.36	1.29
*22 - Develops and maintains bus duty schedules	2.88	1.60	3.24	1.62	2.83	1.71	2.78	1.59
27 - Takes formal coursework related to administrative assignment or advancement	3.64	1.25	4.00	.98	3.52	1.30	3.85	1.14
30 - Actively participates in professional organizations	3.32	1.26	4.02	.96	3.68	1.08	3.97	1.06
*33 - Develops loading and unloading procedures for the bus students	2.88	1.57	3.48	1.44	2.76	1.52	2.78	1.47
*34 - Schedules security services for special functions	3.12	1.60	3.63	1.37	3.13	1.42	3.15	1.46
*57 - Establishes procedures for the use of buses for off-campus trips	2.78	1.42	3.27	1.35	2.86	1.37	3.07	1.38

*Items not included in the list of duties prepared by the state of Tennessee

APPENDIX I

TABLE A-5

TABLE A-5
DESCRIPTIVE SCORES FOR SPECIFIC DUTIES UNDER
THE HEADING OF PERSONNEL

Developing personnel (helping teachers; in-service activities)

Item	PRINCIPAL				ASSISTANT PRINCIPAL			
	<u>Actual</u>		<u>Desired</u>		<u>Actual</u>		<u>Desired</u>	
	Mean	Deviation	Mean	Deviation	Mean	Deviation	Mean	Deviation
16 - Develops and/or uses and evaluates ideas and innovative approaches to improve job performance	3.47	1.11	4.07	.79	3.48	.98	3.97	.99
37 - Disseminates ideas and information to other professionals	3.42	1.23	3.87	.93	3.78	1.12	3.97	.98
43 - Maintains accurate and up-to-date records	3.87	1.20	4.35	.90	4.16	1.01	4.29	1.01
45 - Reviews the utilization of personnel based on their capabilities and contributions to the staffing needs as determined by school goals and objectives	3.20	1.18	3.64	1.08	3.19	1.22	3.72	1.16
46 - Determines the utilization of personnel based on their capabilities and contributions to the staffing needs as determined by school goals and objectives	3.14	1.15	3.64	1.05	3.12	1.26	3.66	1.19
47 - Provides appropriate orientation and induction programs for teachers and staff members	3.08	1.29	3.71	1.08	3.04	1.26	3.66	1.20
49 - Develops a program of teacher evaluation	2.53	1.37	3.00	1.39	2.60	1.35	3.40	1.32
50 - Implements a program of teacher evaluation	3.02	1.50	3.42	1.39	3.23	1.46	3.77	1.28
54 - Establishes individual professional growth plans with teachers based on evaluation results	3.11	1.29	3.75	1.03	2.86	1.29	3.63	1.22

*Items not included in the list of duties prepared by the state of Tennessee

APPENDIX J

TABLE A-6

TABLE A-6
DESCRIPTIVE SCORES FOR SPECIFIC DUTIES UNDER
THE HEADING OF STUDENT PERSONNEL

Working with students

Item	PRINCIPAL				ASSISTANT PRINCIPAL			
	<u>Actual</u>		<u>Desired</u>		<u>Actual</u>		<u>Desired</u>	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
* 5 - Arranges for the operation of clubs, sports, and co-curricular activities	3.44	1.39	3.98	1.10	3.54	1.33	3.63	1.25
* 7 - Administers discipline policy	4.25	1.02	4.44	.96	4.33	.91	4.16	1.05
* 8 - Coordinates student publications	2.21	1.20	2.79	1.14	2.17	1.25	2.46	1.19
* 9 - Establishes procedures for maintaining student control in the cafeteria	3.47	1.35	3.86	1.19	3.62	1.40	3.65	1.36
*35 - Reports student attendance and follow-up	3.70	1.32	4.34	.96	3.74	1.31	3.73	1.33

*Items not included in the list of duties prepared by the state of Tennessee

VITA

Deborah LaChapelle Hayes was born in Clarksville, Tennessee on September 16, 1951. She attended school in Nashville, Tennessee and graduated from Central High School. In September 1969, she entered Tennessee Technological University, and in June 1973, received a Bachelor of Science Degree in Elementary Education. In the fall of 1973, she entered the Tennessee Technological University Graduate School and began study toward a Master's Degree. While pursuing her Master's Degree, she served as assistant to the Dean of Women. The Master of Arts Degree in Reading was awarded in August 1975.

From 1975 to the present she has been employed by the Morristown City School system in Morristown, Tennessee, which became part of the Hamblen County School system through a merger in the winter of 1985. She served as a teacher in second grade, first grade, and supervising teacher in Chapter I Reading/Mathematics respectively. Mrs. Hayes also served as assistant principal at Hillcrest Elementary School from 1979 to February 1986, at which time she was appointed principal. She served as a staff development trainer for the Tennessee Instructional Model in 1984 and 1985.

She received the Doctor of Education Degree with a major in Educational Administration and Supervision from the University of Tennessee in December 1986. Mrs. Hayes will continue her employment with the Hamblen County School system after graduation.

She is married to Michael Wayne Hayes of Morristown, Tennessee. They have one child, Leanna.