

THE PERCEPTIONS OF PRINCIPALS AND ASSISTANT PRINCIPALS IN
WESTERN PENNSYLVANIA ON PREPARATION PROGRAMS FOR THE ROLE
OF THE ASSISTANT PRINCIPALSHIP

by

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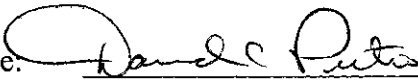
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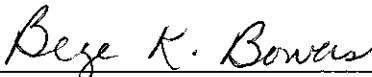
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OF THE ASSISTANT PRINCIPALSHIP

David C. Pietro

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ABSTRACT

The purpose of this study was to examine the perceptions of western Pennsylvania principals and assistant principals regarding the importance of university training programs in preparation for the role of the assistant principalship. The participants' perceptions of individual educational administration courses were also surveyed, as were the roles and responsibilities of the principals and assistant principals. Surveys were distributed to 1113 principals and assistant principals in 171 school districts in western Pennsylvania.

The study found that principals and assistant principals perceived university certification programs as very important in the preparation of assistant principals. Both principals and assistant principals identified that school law, student discipline, leadership, supervision of instruction, school and community relations, internship and field experience, curriculum development, and personnel administration were very important educational administration courses. Psychology of learning, human growth and development, and foundation of education courses were rated less important. Instructional strategies used in educational administration courses that incorporate interpersonal skills, mentoring programs, stress management, and simulations/role playing were preferable to student presentations and lectures.

The role and responsibilities of the principal and assistant principal in western Pennsylvania were investigated. Principals and assistant principals responded in six areas: personnel activities, school/community relations, student activities, student personnel, curriculum and instruction, and school management. The survey results indicated that both principals and assistant principals were included in every aspect of the

school's operation. However, they each had duties for which they assumed major responsibility. If the principal had major responsibilities for a duty, the assistant principal's responsibilities for that duty were typically lower and vice versa. This finding was consistent with Austin and Brown's (1970) study of secondary assistant principals.

Assistant principals assumed a greater role than principals in the areas of student activities and student personnel. The duties for which the assistant principal assumed major responsibility were discipline, attendance, and hall supervision. Assistant principals also assumed greater responsibility than did principals for supervising teacher and student handbooks, athletic and non-athletic events, cafeterias, student assistant programs, student orientations, alternative education programs, and student transportation.

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CHAPTER I

The Problem

Introduction

The National Center for Educational Statistics (NCES) reported that there were 121,268 public elementary and secondary school administrators in 1993-94 (Bairu, 1998). Of that number, 79,618 were principals, leaving 41,650 administrators serving in the role of assistant principal (Fiore & Curtin, 1997). The large number of assistant principals employed in the nation's public elementary and secondary schools is one indicator of the importance of this administrative position in managing and operating an educational organization.

The assistant principalship also appears to be an important position in the preparation of aspiring principals. Fiore and Curtin (1998) found that 54.1% of working principals had experience as an assistant principal or program director prior to becoming a principal in 1993-94 (p. 21). The only position that was more widely reported in career path statistics for principals was teaching, with 98.8% of all public school principals having had experience as a teacher prior to becoming a principal (p. 21). The average number of years that the principal had taught before becoming a principal was 11 years (p. 22).

In today's schools, the assistant principal is frequently perceived as the person who oversees the daily operation of the building. Day-to-day management routines such as attendance, discipline, directing student activities, and supervising hallways normally fall to the assistant principal. However, many new assistant principals do not receive adequate training to carry out these duties (Marshall, 1992; Milstein & Associates, 1993;

Murphy, 1992). Austin and Brown (1970), in their landmark research on secondary assistant principals, noted that “the assistant principalship is now so nearly as common a position as the principalship itself that it deserves commensurate emphasis by universities, at both pre-service and in-service levels . . .” (pp. 28-29). In a paper presented at the Annual Convention of the National Association of Secondary School Principals in New Orleans, Hartzell, Williams, and Nelson (1994) stated that “as much as new assistant principals are not sufficiently prepared through teaching experiences for what goes on in the office, neither are they adequately prepared through course work at the university” (p. 18). They further explained that “universities prepare aspiring administrators to become principals, not assistant principals” (p. 18).

Statement of the Problem

In 1970, Austin and Brown were the first researchers to acknowledge the perception among educational leaders that assistant principals were not being adequately prepared for their positions. This perceived shortcoming in university principal-preparatory programs has produced very little change over time in educational administration programs, in curriculum, or in research into what training was needed, even though other authors in the field have also recognized this problem (Greenfield, 1985; Marshall, 1992a & 1992b; Murphy, 1992).

This study attempts to determine the importance that western Pennsylvania principals and assistant principals place on university training in educational administration for the role of the assistant principal. If the entry level into an educational administrative position is the assistant principalship and if practitioners perceive assistant principals as inadequately trained for their jobs, then this study may provide information

that would be helpful in redesigning educational administration programs to better accommodate individuals preparing for the assistant principalship.

Purpose of the Study

The purpose of this study was to examine the perceptions of western Pennsylvania principals and assistant principals regarding the importance of their university training program in preparing them for the role of assistant principal. The study also attempted to differentiate participants' perceptions based on demographic information and role responsibilities.

The study will provide educational administration programs with knowledge useful in designing and implementing certification programs for principals and assistant principals. Further, the information gathered from the study can help schools prepare mentoring or internship programs for aspiring or newly hired assistant principals. State licensure officials could find the results important in establishing regulations and approving programs designed to meet the continuing-education provisions of new state certification laws.

Research Questions

The following research questions were examined:

1. Do principals and assistant principals believe that assistant principals receive relevant training for the assistant principalship from within their graduate school preparation programs in educational administration?
 - a. What programs, content, experiences, or individuals do assistant principals credit with providing the most important preparation for the assistant principalship?

- b. Do variables such as years' teaching experience, age, race, present position, gender, or educational institution attended have a bearing on perceptions of principals and assistant principals regarding training activities, courses, and pedagogy for the assistant principalship?
2. What duties and responsibilities are most closely associated with the role of the western Pennsylvania assistant principal and how do they relate to those of the principal?

Methods

This is a descriptive study using a survey designed to document the perceptions of western Pennsylvania principals and assistant principals on the importance of their university training programs for the role of the assistant principal. The survey instrument contains three subsections: (a) demographic information, including questions on present position and university attended; (b) items that clarified the assistant principals' perceptions of the quality of their graduate training for entrance into the assistant principalship; and (c) items that differentiated between the roles of the principal and assistant principal. (Appendix B)

The content of the survey instrument was based on the work of Austin and Brown (1970), Hartzell, Williams and Nelson (1994), Marshall (1992a, 1992b), Milstein and Associates (1993), and Murphy (1992, 1993). The survey elements were developed from a review of the literature on the assistant principalship and designed to collect data that answered the research questions.

To describe differences in the perceptions of principals and assistant principals regarding educational administration programs and the role of the assistant principal,

parametric and non-parametric procedures were used. The results were reported in narrative as well as tabular format.

Significance of the Study

The importance of this study on the assistant principalship is to provide information that can refocus the attention of educational leaders on this valuable but often-ignored position. In addition, the results of this study attempt to establish the need for preparation programs designed to meet demands of the role of the assistant principal. If the assistant principalship is going to survive as an administrative position to train new principals, it is important that attention be focused on the reality of its role responsibilities.

Austin and Brown (1970) completed their seminal work on the assistant principalship over three decades ago; yet, the literature reveals relatively little research on the assistant principal. Since 1992, even less has been written about the assistant principal. If this is the entry-level position for many future principals and if the assistant principal fills a valuable role in schools, it is imperative that everyone connected with training, licensing, and supervising these individuals know as much about the position as possible. It is also important to know how effective graduate school programs in higher education are in preparing educators to assume the assistant principal's role. The results of this study could eventually lead to changes in state licensure guidelines and training programs in educational administration.

Limitations

The results of this study were limited by the responses received from western Pennsylvania principals and assistant principals. Surveys were distributed to 171 school

districts in western Pennsylvania that make up Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28. The map in Appendix C shows the 29 Intermediate Units established in Pennsylvania by Act 102 of 1970 (Stellman, 1996); the Intermediate Units from which responses were sought are shaded. This geographical area was selected due to proximity to the researcher and the sponsoring university. Western Pennsylvania also provides a large group of principals and assistant principals who have received their education from a diverse variety of training institutions.

Definition of Terms

Assistant/Vice Principal: An administrator in a Pennsylvania public school who is a subordinate of the building principal, holds an administrative level I or II principal's certification, and has the duties and responsibilities of an entry-level administrator.

Descriptive Study: A type of research that describes a given circumstance as completely and carefully as possible. In educational research, it is usually characterized by the use of a survey to summarize abilities, preferences, and behaviors of individuals or groups. The survey may also, as in this research, be used to characterize certain elements of the physical environment such as school attended and job descriptions (Fraenkel & Wallen, 1993).

Western Pennsylvania Schools: School districts that are located in the western third of the state and included in Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28 (Appendix C).

Intermediate Units: Pennsylvania regional educational service providers to local school districts. There are twenty-nine Intermediate Units, commonly called IU's, in the

state. Each Intermediate Unit develops services based on the needs of the districts in the region.

Pennsylvania Secondary School Principal Certification: A certificate that qualifies the holder to administer any Pennsylvania secondary school incorporating grades 7-12, or an approved middle school, or to serve as an assistant principal of such schools.

Pennsylvania Elementary School Principal Certification: A certificate that qualifies the holder to administer any Pennsylvania school incorporating kindergarten and grades 1 through 6, or an approved middle school, or to serve as an assistant principal of such schools.

Pennsylvania Administrative I (Provisional) Certification: A certificate that is issued to an elementary school or secondary school principal or assistant principal upon successful completion of an approved university educational administration certification program.

Pennsylvania Administrative II (Permanent) Certification: A certificate that is issued to an elementary school or secondary school principal or assistant principal upon successful completion of 3 years' satisfactory service in the field for which the certification was granted.

Chapter Summary

The purpose of this study was to examine the perceptions of western Pennsylvania principals and assistant principals concerning the importance of training programs in preparation for the assistant principalship. The study attempts to determine whether principals and assistant principals perceive a gap in their university training versus the demands of the assistant principalship.

A survey questionnaire based on the research questions was prepared to assess the perceptions of western Pennsylvania principals and assistant principals. Data were gathered in order to compare demographic information, role responsibilities, and graduate schools attended. The principals and assistant principals' roles were explored for additional variations. The role information was collected to determine changes in the role of assistant principal since the Austin and Brown (1970) studies.

Through a review of the literature, the research explored the history of the assistant principalship. The evolution of the role of assistant principal was traced, beginning with early references to clerical assistants as building principals, continuing through the examination of the role of current assistant principals. The literature review also presents research related to the role and training of the assistant principal.

Chapter II

Literature Review

History of the Assistant Principalship

Early accounts of the role of the assistant principal are sparse. Deffenbaugh (1931) in his discussion of school administration stated that “the subject does not appear among a classified list of 41 different topics upon which papers had been read before the National Education Association from 1870 to 1893, inclusive” (p. 33). Nor was it one of the topics discussed at the United States Collective Exhibition of Education held at the Paris Universal Exposition of 1887 (Philbrick, 1878).

However, references to principals, teaching principals, and head assistants did begin to appear on faculty rosters of large city schools in the middle 1800s. Secondary schools were the first to employ principals, called headmasters, and gradually as elementary schools became larger, they also found it necessary to employ an administrator to look after the clerical and disciplinary needs of the school (Monroe, 1950).

Pierce (1935) points out that the introduction of grammar and writing masters into the schools of Boston in 1740 split the schools into two departments, each with its own authority. The Lancastrian system of education in the United States built upon these departments. By the middle of the nineteenth century, the Lancastrian schools were split into at least two separate organizations under one roof, each having a principal, leading to a situation Pierce (1935) called a “double-headed school” (p. 8).

The Lancastrian system of monitorial instruction was developed by Joseph Lancaster in England in the late 1700s. The system was organized to provide education

for the common classes. It was distinguished by large groups of advanced pupils who under the direction of a principal teacher acted as a mentor to drill an even larger group of younger, less adept students. During the early 1800s, the Lancastrian system became popular in large cities such as Boston, New York, Chicago, Cincinnati, and St. Louis because large numbers of students could be educated at a relatively low cost. The Lancastrian system of education fell out of favor, however, due to its reliance on poorly trained monitors for instruction. This left many school systems with a number of school buildings built specifically to handle the Lancastrian form of education. These buildings were divided into different departments with large halls (study rooms), and one or two smaller classrooms attached for student recitation (Pierce, 1935). The principals would occupy the large halls, preserving order during study hours, and teach one or two classes (Pierce). Superintendent Divoll (1903; as cited in Pierce, 1935) of St. Louis described the problem as follows:

The organization of independent departments under the old [Lancastrian] system, consequent upon the peculiar construction of the houses, required several principals in the same building, thus destroying the unity of the school and rendering the classification very imperfect. (p. 9)

John Philbrick, superintendent of schools of Boston, as well as others in younger, rapidly growing cities, saw the need to centralize the control of the school building into the hands of a principal teacher to which all the assistant teachers were subject (Pierce, 1935). “The establishment of the Quincy School in Boston in 1847 [presently Quincy, Massachusetts] has usually been cited as the first school to have all departments united under a single principal” (Pierce, 1935, p. 9). However, Pierce (1935) claims that at least ten years

earlier Cincinnati school trustees had already placed control of their school buildings in the hands of a single building principal.

In New York City, “an abstract of special school census of 1829” (Boese, 1869, p. 105) revealed the existence of 311 assistant teachers among the private, incorporated, and public schools. Pierce (1935) describes the relationship of the assistant teacher to the principal teacher in 1839 as follows:

The assistant teachers . . . were (1) to regard the principal teacher as the head of the school, (2) to observe his directions, (3) to guard his reputation, and (4) to make themselves thoroughly acquainted with the rules and regulations adopted for the government of the schools. (p. 12)

Assistant teachers were not assistant principals; rather, they were classroom teachers assigned to the principal teacher. Their primary role, along with the principal teacher, was to teach the growing numbers of students entering the public school system. Crouch (1926), reviewing the history of the elementary principalship, indicated that the term “assistant” during the early to middle 1800s was used as a way of ranking teachers who were placed in a school subordinate to the principal or head teacher. These individuals were identified as “first assistant, second assistant” (p. 209).

Early principals were teachers too. Administrative duties were completed when time could be found either before or after school or within their teaching schedule (Monroe, 1950). Frequently, a head-assistant teacher would assume responsibility for some of the principal’s classes and clerical, administrative, and supervision duties to help the part-time administrator meet the requirement of his job (Pierce, 1936). The role of the assistant principalship was emerging through the assumption of these duties by a head-

assistant teacher. The trend of relieving principals from teaching duties and assigning assistants to handle some of the clerical and administrative duties was established by the 1860s (Pierce, 1936).

Pierce (1935) described the large city principalship during the middle nineteenth century. He notes the trend of assigning a teaching male principal as the controlling head of the school and a female as “principal of the primary departments” (p. 180). The female principal handled routine management and administrative duties under the direction of the male principal. In 1860, the Chicago schools dropped the term “principals of the primary departments” and began to use the “office of head assistant” to refer to these administrators (p. 183). This implies that the first assistant principals in Chicago were selected from this group of “principals of the primary departments,” who were female, further suggesting that their selection was based on gender.

School enrollment increased through the end of the nineteenth century. To meet the needs of these larger schools, districts hired building principals with more non-teaching duties and a larger role in supervising staff (Monroe, 1950). In 1895, the New York Board of Education adopted a policy that made the principal the pedagogic and administrative head of the school and directed that teachers were to receive directions from him for all matters of instruction (Pierce, 1935). During the late nineteenth century rarely was the assistant principalship or role of the assistant principal mentioned. One can only assume, however, that in the larger schools the position of assistant principal and/or assistant teacher, as with the principalship, grew in numbers and responsibility. A November 25, 1900, New York Times article entitled “Largest School in the World” supports this assumption (as cited in Cohen, 1974). The New York City school system at

the turn of the century enrolled 555,000 students (Cohen, p. 2302). Public school #188 on New York's East Side was "the largest school in the world," with 5,000 students being taught in ninety-six classrooms (Cohen, p. 2302). The principal of the building was Mr. Mandel, and his assistant principal was Mr. Radik,. Mr. Mandel assigned conducting the tour of the building by visiting news reporters to his assistant principal, Mr. Radik.

It appears that the assistant principalship was also becoming, in the late 1800s, a stepping stone to other administrative positions. For example, the distinguished female superintendent of New York City, Julia Richman, started her administrative career in 1882 as a vice-principal of a girl's elementary school in Yorkville (Berrol, 1977). Two years later she was promoted to principal.

Early in the twentieth century, administrators were starting to question the responsibilities of their role as well as its dimension. In 1917, Franklin W. Johnson, principal of University High School in Chicago, questioned the role of the secondary school, its teachers, and administrators. He believed administrators should do more supervision of instruction and fewer clerical and administrative duties. Johnson (1917) also made an appeal for better training and certification of teachers and administrators. In 1918, Briggs also recommended that "supervision is needed in large high schools, either directly by the principal or by experienced assistants to whom he delegates this important function" (p. 28).

The formation of the National Association of Secondary-School Principals and the Department of Elementary School Principals, as divisions of the National Education Association, is recognition of the importance of the principalship in the early 1920s.

Through meetings and publications, these organizations provided a platform on which a broader source of literature on building-level administration could be presented.

Glanz (1991), reporting on the growth of the principalship, stated that “as schooling expanded so did the educational bureaucracy, with the number of principals doubling between 1920 and 1930” (p. 22). In 1922, Armand Miller, the principal of McKinley High School in St. Louis, outlined the management of a large metropolitan high school in the Sixth Yearbook of the National Association of Secondary-School Principals. He reviewed the duties of various administrative personnel, including the assistant principal. Miller described the assistant principal as “. . . the associate of the principal, and together they decide practically all questions of policy and procedure” (Miller, 1922, p. 21). The empowered image of the assistant principalship reported by Miller, however, was not a commonly accepted view. Glanz (1994a), reporting on the assistant principal of the 1920s and 30s, stated that “assistant principals were usually selected by principals from the ranks of teachers. They were subordinate to principals and were seen as advisers with little, if any, independent formal authority” (p. 39).

Publications of the National Education Association’s Department of Elementary School Principals specifically addressed the role of the assistant principal. Esther L. Schroeder (1925), an assistant elementary school principal in Cincinnati, Ohio, investigated the status of the elementary assistant principalship in the United States by asking the following questions:

1. “What are the qualifications and duties of an assistant principal at the present time?”

2. “Is the assistant principal really an assistant principal, or is he or she virtually an assistant to the principal?”
3. “Under what circumstances is an assistant principal necessary?” (p. 389)

Schroeder sent questionnaires to superintendents and principals in 85 large cities across the United States, including at least one city from every state. She received replies from 80 cities. The survey results clarified the assistant principals’ role at that time. Schroeder (1925) found that 41 of the cities employed assistant principals in elementary schools. The consensus of the principals and superintendents who responded indicated that the experience and qualifications for assistant principals should be superior to those of the regular classroom teacher. She also found that:

. . . clerical and administrative duties assigned to the office of the assistant principal far outrank the others [supervision, community leadership, and promotion of professional growth] in importance. It would seem, then, that the person who is appointed as assistant principal is virtually an assistant to the principal. (Schroeder, p. 396)

Schroeder recommended that “the position of the assistant principal should be rendered truly professional. The necessary qualifications and the duties assigned should be of such character as to dignify the office” (p. 399). She further recommended the hiring of clerks to remove attendance and other clerical activities from the assistant principal.

Crouch (1926) surveyed the duties and responsibilities of the elementary principal in a study that sampled urban, suburban, and rural communities from every state and the District of Columbia. Crouch found that only 19 % of the elementary schools employed assistant principals, and 5 % of those were part-time assistants. In 1928, another study

undertaken by the Committee on Standards and Training for Elementary School Principals reported that 22.2 % of the elementary schools surveyed employed assistant principals (p. 256). The purpose of this study was to determine the need for elementary school assistant principals, what training they required, and their role within the administrative and supervisory process.

In 1926, VanEman was raising similar questions regarding the role and responsibilities of secondary principals and assistant principals. Eighty Ohio high school principals were surveyed to determine the number of these schools which employed assistant principals, faculty advisors, and/or department heads (Van Eman, 1926). Van Eman asked high schools principals to describe duties performed by each group of employees. Of the high school principals responding, 65 % had assistant principals, with five reporting three assistants, and six reporting two assistants (Van Eman, 1926, p. 148). He also reported that the majority of assistant high school principals in Ohio were women (Van Eman, 1926). Comparing this research with that of Crouch (1926) and the Committee on Standards and Training for Elementary School Principals (1928), it was concluded that there were a greater number of assistant principals in high schools than in elementary schools. Although the number of secondary assistant principals was greater, less discussion of the role was found in the literature.

During the 1930s, literature on the assistant principalship described the position as little more than that of a clerical aide. However, Katz was strongly opposed to assigning assistant principals clerical duties. He felt that his assistant principals were highly paid professionals and that they did not leave their “. . . classroom duties to take up clerical details” (Katz, 1930, pp. 233-234). Samuel Katz (1930), principal of public school #156

in Brooklyn, New York, outlined the principal's use of assistant principals to benefit the total school program. Primarily, Katz recommended that assistant principals be trained in areas that would support the principal with the supervision of staff. As a result, they would be empowered to do their jobs. Many assistant principals of this era were charged with supervision of staff and programs but did not have the authority to enforce their suggestions for improvement of pedagogy with teachers. Katz (1930) said, “. . . In my school, I clothe the office of assistant to the principal with such dignity and authority that teachers look up to my assistants with respect and bring their problems to them” (p. 235).

In 1940, the first dissertation to focus on the assistant principal appeared in Dissertation Abstracts (Wilson, 1940). A second dissertation on the topic did not appear until 1945. Although the position of assistant principal appears to have been well established in both the elementary and secondary schools by 1950, little was published on the position. Only an occasional document that addressed the assistant principalship can be found in the educational periodicals of the time including Bulletin of the Department of Elementary School Principals and Bulletin of the National Association of Secondary School Principals. However, Kyte (1952) dedicated a full chapter in his educational administration textbook to the assistant principalship, and Hunt and Pierce (1958) discussed how the principal should properly delegate to the assistant principal in order to make full use of the assistant principal's status and ability. In the 1950s, authors of educational administrative texts usually only devoted a paragraph or two to the assistant principalship.

Through the 1970s, the numbers of dissertations and articles on the assistant principalship grew. Before 1950, only two dissertations were cited in Dissertation

Abstracts on the subject of assistant or vice principal. By 1960, there were 9; and by 1970, 33. In 1998, there were over 800 titles in Dissertation Abstracts containing assistant or vice principal descriptors. A review of the 1999 research in educational administration journals on the assistant principalship reveals several hundred articles on role, gender equity, socialization, and several other topics. Although interest in the assistant principalship has grown, much room for research remains (Glanz, 1994a).

Roles and Duties of the Assistant Principal

Loomis (1981) summed up the plight of most assistant principals when he reported:

When I assumed my first administrative position as an assistant principal at Ridgefield High School, I quickly realized that the nature of the role was not consistent with my expectations and my training. I spent most of my time on disciplinary matters and operational details, although my major aim was to improve the quality of instruction. (p. 1)

Early assistant principals were teachers called head assistants. Their primary responsibility was to free the principal from clerical duties (Pierce, 1935). As a result, the head assistant recorded admission and withdrawal of students, marked attendance, and handled the teaching and correcting of student work for the teaching principal (Pierce, 1935). Although some of the duties of the assistant principal have changed considerably since the 1920s and 30s, clerical activities have remained constant (Glanz, 1994b).

In the 1920s, information regarding the role and responsibilities of the assistant principal began to emerge. In a paper presented at the annual meeting of the National Association of Secondary-School Principals in 1922 on the management of a large city

high school, the assistant principal's role was described as “. . . the associate of the principal, and together they decide practically all questions of policy and procedures” (Miller, 1922, p. 21). Miller assigned assistant principals the responsibility for discipline, supervision and control of inventory, class supervision, and the assumption of the principal's responsibilities in his/her absence. He also indicated that the teachers and students in his school recognized the authority of the assistant principal (Miller, 1922).

In the early 1900s, the responsibility of the assistant principal in supervision of teachers was recognized as an important duty. Miller (1922) felt it was important for the assistant principal to participate with the principal in the rating and grading of teachers at the end of the term. In 1918, Briggs discussed the importance of teacher and staff supervision in the management of a large high school and suggested that if it were not being done by the principal, it should be directed to an experienced assistant. The Committee on Standards and Training for Elementary School Principals (1928) recommended that the role of assistant principals be developed to support the principal's effective management of the school. If this occurred, the principal would have additional time for staff supervision or could assign supervision duties to an assistant principal.

In reality, however, what was reported as “should be” by the National Education Association's Department of Elementary School Principals in the 1920s was rarely “how it was.” Schroeder's (1925) study focusing on the duties of the elementary school assistant principal confirmed that the majority of his/her time was still being spent on clerical and administrative activities. Schroeder found that these duties varied depending on the school and principal. Clerical duties included record keeping activities such as the making out of reports, ordering supplies, making out time sheets, and answering

telephones. Administrative duties included activities such as distributing supplies, keeping attendance, enforcing discipline, and enrolling and transferring students. Very little of the elementary assistant principal's time was spent on staff supervision or professional growth (Schroeder, 1925). Schroeder concluded that an efficient clerk could handle many of the duties presently being completed by the assistant principal.

Van Eman (1926) found that high school and junior high school assistant principals, as did their elementary counterparts, supervised student activities, attended to discipline, controlled attendance, and managed the social functions of the school. Edmonson, Roemer, and Bacon (1932) outlined a similar but more extensive list of duties. Additional responsibilities of the assistant principal included the management of lockers, daily schedules, building traffic, assemblies, athletics, school stores, cafeterias, and school business functions. Additionally, the assistant principal acted as boys' advisor, assumed responsibilities of the principal in the principal's absence, and performed any other task not generally assigned to another staff member.

In 1928, the Committee on Standards and Training for Elementary School Principals recognized that the assistant principal's position could be a “. . . means for training future elementary school principals” (p. 257). The committee indicated that routine clerical and management duties did not provide the types of experience necessary to learn the job of principal. Katz (1930) recommended that to expand the role of the assistant principalship; the principal must recognize the assistant principal's expertise so that the principal can develop a program for supervising staff that considers each administrator's strengths; help the assistant gain the skills necessary to grow professionally; delegate the necessary authority to the assistant to carry out assigned

duties; and eliminate trivial, routine duties (Katz, p. 236). Throughout the 1940s, the role of the assistant principal continued to be researched and defined along similar dimensions (Wilson, 1940; Sullivan, 1945).

In the 1950s, Hunt and Pierce (1958) and Kyte (1952) suggested matching assistant principals' strengths with those of the principal so that their skills would complement each other, leading to a more efficient operation of the school. The problem then, as it is today, was in assigning duties to the assistant principal that would prepare him/her for the role of principal. This task was typically the responsibility of the building principal as the assistant principal's mentor.

During the 1950s and 60s, the responsibilities of an assistant principal were becoming more consistent from school to school. The most common duties assigned to an assistant were attendance, discipline, office management, maintenance of records and reports, and some supervision of teachers and students (Monroe, 1950). Goddard (1962) cautioned, however, that lists of duties such as these do not promote an understanding of how the assistant principal fits into the whole administrative structure. He suggested that to understand the position we must study the framework, the school environment, within which the assistant operates.

During the 1960s, determining the framework or conditions under which an assistant principal works was the focus numerous studies, including DeSimone (1964), Coppedge (1968), and Austin and Brown (1970). Coppedge (1968) addressed the lack of development of the assistant principalship's as a significant position in education. He held that if the assistant principalship were going to occupy an important role in the educational profession, a consensus on the nature of the position would need to be

established. Principals and superintendents assigned duties to their assistant principals based on their own interpretation of the position rather than by using a universally accepted or systematic formula. The first role that most assistant principals had to assumed was disciplinarian. This responsibility has led to the assistant principal being referred to as a “hatchet man” (Hurley, 1965, p.1). “Hatchet man” is an assistant principal designation that has created negative perceptions in the minds of students and educators and has led to the assistant principal’s position being less than what it could or should be.

During the 1950s and 60s, much of the literature focused on the assistant principal as a highly educated professional that should be participating with the principal in all areas of school management and supervision. Coppedge (1968) saw the assistant principal working with staff to improve instructional practices, human relation skills, and evaluation techniques. Developing innovative programs was also suggested by Coppedge as an appropriate responsibility of the assistant principal.

In his research, DeSimone (1964) found that secondary assistant principals in southwestern Pennsylvania had been involved in the overall administration of the senior high school. The six areas of administrative responsibilities assumed by senior high school assistant principals were (1) administration and school management, (2) pupil personnel services, (3) guidance services, (4) public relations, (5) research and testing programs, and (6) curriculum and supervision (DeSimone, 1964). Later, Monteleone (1972) confirmed DeSimone’s findings that assistant senior high principals in Pennsylvania were participating in every aspect of the school operation.

In 1970, a frequently cited research project on the assistant principalship was funded by the National Association of Secondary School Principals. The research

authored by Austin and Brown consisted of three studies, each using a different methodology: a normative study, a shadow study, and a career study.

The normative study provided an accounting of the assistant principal's role and responsibilities in the secondary school. Austin and Brown selected principals and assistant principals in more than 2,000 United States schools to survey and received 1,207 replies. Principals and assistant principals were presented a list of 59 tasks within five major categories: (1) school management, (2) staff personnel, (3) community relations, (4) curriculum and instruction, and (5) pupil personnel. The principals and assistant principals rated each of the 59 items according to whether the assistant principal had "full," "shared," "slight," or "not applicable" responsibility for the activity (Austin & Brown, 1970, p. 37). Information was also collected on the amount of discretionary authority the assistant principals had with each of the tasks. Thirteen items were determined by the principals and assistant principals that either received a rating of "full" or "shared" responsibility and to which assistant principals indicated they had a high level of discretionary power. The study revealed that

1. Assistant principals had responsibility in all areas of the school management.
2. Principals and assistant principals shared a similar view on the importance of individual duties assigned to the assistant principals.
3. There was great variation from school district to school district in the assigned duties and responsibilities of the assistant principal.
4. Typically, assistant principals shared responsibility for a task with the principal.

5. Principals and assistant principals agreed that the assistant principals were less involved in community relations and student activities than in the school management, staff personnel, pupil personnel, and curriculum and instruction.
 6. Assistant principals did not exercise high-level discretionary authority in the execution of their duties. They relied on the principal for direction and approval.
 7. Principals perceived that assistant principals have a more important role in the operation of the school than is perceived by assistant principals.
- (Austin & Brown, 1970, pp. 38-39)

The Austin and Brown (1970) shadow study illuminated the role and responsibilities of 18 secondary school assistant principals. Teams of observers selected from eight universities in different regions of the country recorded their observation for a one-week duration. Observers wrote opened-ended summaries describing what they had observed. Analyzing the observation data, Austin and Brown (1970) found only two common duties among all observed assistant principals. These duties were (1) discipline and (2) attendance. Austin (1972), in a re-examination of the 1970 Austin and Brown study data, said “Apart from these tasks, however, the findings suggest that a true and sharp description is nearly impossible for most of the cases studied” (p.73). The position was so diverse that it defied easy analysis.

The major recommendation of the Austin and Brown study was that the assistant principalship needed to be changed to make the position “more tolerable” for the assistant principal (Austin, 1972, p. 70). Austin (1972) explained that he was “. . . concerned with

the depressing amount of time [the assistant principal] spent on ‘trivia’ and desk details which could be dealt with effectively by less qualified, less important members of the school community” (p. 70). Austin (1972) recognized that this recommendation, to change the role of the assistant principalship, led to a heated debate in the educational community during the years following the study. Researchers were attempting to examine the question raised by Austin and Brown: Should the role of the assistant principal be changed, and if so how? (Austin 1972).

Iannaccone (1985), Marshall (1992b), Mitchell (1980), and Smerka (1980) disagreed with the recommendation for change made by Austin and Brown (1970) and defended the assistant principal’s position as it currently existed. These authors discuss the importance of the assistant principal’s role and responsibilities within the school. Specifically, Marshall (1992b) indicated that the assistant principal is a critical position in the school organization. The assistant principal’s position prepares aspiring principals for the principalship, maintains the norms and rules of the school culture, and provides for many daily student contacts. Iannaccone (1985) reminded his readers that “the assistant principalship exists because the school, too, is a dangerous place in which to live” (p. 121). Iannaccone asked, who would do the important activities such as discipline if were not for the assistant principal? The positive contributions made by the assistant principal cannot be ignored and adding to his or her role without removing something else could create more problems than it would solve. Smerka (1980) also defended the position for its positive contribution to the school organization. He says to the assistant principal, in a not-so-delicate way, “you are subordinate to the principal and the real purpose of your job is to alleviate problems and to make his or her job easier” (p. 23).

Other research has focused on examining the organizational environment in which assistant principals work. Reed and Conners (1982) and Reed and Himmler (1985) attempted to understand how the role and responsibilities of the assistant principal affected the organizational stability of a secondary high school. Case studies of 10 assistant principals in one urban and three suburban school districts were completed. Using qualitative methodology based on Glaser and Strauss (1967) grounded theory, Reed and Conners (1982) and Reed and Himmler (1985) extended Austin and Brown's (1970) shadow study to a higher level of analysis. Reed and Himmler (1985) employed qualitative methodology “. . . to discover the outlines of a grounded theory relating the nature of the work associated with secondary assistant principalship and the school as an organization” (p. 61). As a result, they were able to provide a framework that described how assistant principals stabilized the organization through their work with students.

More recently, a series of quantitative studies continued to describe the assistant principalship through the collection and analysis of normative data. It is not surprising that much of what has been learned about the assistant principalship is similar to the results of the earlier studies of Schroeder (1925), Crouch (1926), Van Eman (1926), and Austin and Brown (1970). Koru (1993) concluded that “the work of the assistant principal centers on routine clerical tasks, custodial duties, and discipline” (p. 70), which is what Schroeder (1925) and Van Eman (1926) were reporting – an indication that roles and responsibilities of assistant principals have changed very little over the last seventy years.

Another group of researchers, authors, and practicing administrators saw a more significant role for the assistant principalship in the future. Panyako and LeRoy (1987)

described the assistant principalship as “. . . the most dynamic, changing position in education today . . .” (p. 6). Since modern secondary and elementary schools have become so complex, it is increasingly difficult for the principal to manage all aspects of the organization. Therefore, effective assistants must play a more significant role in these emerging schools. Gorton and Kattman (1985) viewed the assistant principal as one of the most underused individuals in the elementary school. Based on their study of 400 assistant principals in 15 major city schools, they concluded that assistant principals desired more significant responsibilities. Calabrese (1991) advocated that assistant principals expand and change their behavior in traditional roles by adopting and acting on a leadership philosophy. The assistant principal who was performing based on such a philosophy would make discipline an educational issue by connecting discipline with learning (Calabrese, 1991). He also believed that assistant principals who put education first would be judged, based on their actions, as instructional leaders. Calabrese suggested that assistant principals who assume an instructional leadership role serve as a role model and provide support for the students. Such assistant principals would no longer be the passive “hatchet man” (Hurley, 1965, p.1) carrying out his/her responsibilities in checklist fashion. Instead the assistant principal would assume a dynamic and active role which would make a real difference in the organization (Calabrese, 1991).

Clements (1980) believed that assistant principals could accomplish a transformation in their positions by demonstrating strong, inspired leadership. Because the assistant principal holds a unique position among the students, staff, and administration, he could touch each of these groups in very meaningful ways. The well-

trained assistant was in a position, by virtue of his many daily contacts, to operate as change agent for the school. Most recently, Bush's (1997), research on the assistant principalship in the Detroit Public Schools, confirmed that:

. . . Assistant principals performed the instructional leadership tasks of developing an appropriate school climate, allocating materials to implement instructional goals, facilitating services of support personnel to assist teachers, and communicating the importance of student achievement to constituents [students, parents, and staff]. (p. 1)

Bush (1997) also found that it was the newer assistants, those with less than 3.5 years' experience in the job, who were more likely to function as instructional leaders.

Many of today's schools have adopted an administrative team philosophy that frees the assistant principal from a plethora of routine duties (Marshall, 1992a). This was especially true in larger schools where principals and assistant principals worked together to accomplish the school's mission (Gross, Shapiro, & Meehan, 1980). In one Pennsylvania school, the administrators described a management team that shifts assistant principal responsibilities from year to year. The shifts were based on the belief that the whole administrative staff should have a hand in operating the total school (Gross et al., 1980).

Educational Administration Training for the Principal and Assistant Principal

Training specifically designed for the assistant principalship is unprecedented; rather, educational administration programs have been designed for preparing individuals for the principalship and superintendency. Marshall stated that "few opportunities exist for assistant principals to get formal training for the position. Most learning occurs on the

job . . .” (Marshall, 1992a, p. 57). It has only been since the 1950s and 60s that an administrative certification has been required for the assistant principalship. In most states, the certification for the assistant principal is the same as for the principal and is granted when the student has completed a required principal-training program in a university or college. Although a few courses may be available or information incorporated into the curriculum, university training for the assistant principal’s position is largely ignored (Hartzell, Williams, & Nelson, 1994).

The first college-level course in school administration was taught by William L. Payne, chair of the Science and the Art of Teaching Department of the University of Michigan, in 1879 (Payne, 1887; Cooper & Boyd, 1987). His class on School Supervision “. . . had two quite distinct classes of students, some who proposed to become superintendents and principals of schools, and others who were chiefly interested in class work” (Payne, 1887, p. 342). At the time few universities had departments of education. The University of Michigan’s Science and Art of Teaching Department was the first of its kind in the United States (Payne, 1887). Therefore, the growth of educational administration courses and programs was extremely slow. Comprehensive university programs in educational administration did not exist prior to 1915, and the little training available was aimed at preparing the school administrator in philosophy, pedagogy, and school management (Murphy, 1992). During the nineteenth century, superintendents were educated in business, ministry, law, or were trained to be teachers and moved into the position by demonstrating exceptional knowledge or skill in the teaching profession. The simple organization of the early schools made it easy for

principals and superintendents to learn while on the job through a trial-and-error process (Gregg, 1969).

Historically the timelines for the development of educational administration can be described within slightly differing periods. Still, descriptions of each era share a number of common characteristics. The middle 1800s until approximately 1905 can be catalogued as the earliest period of educational administration. Murphy (1992) called this period the era of “Ideology” (p. 21). The superintendent of schools was thought of as “Teacher of Teachers” (Buttons, 1966) or “Philosopher-Educator” (Cooper & Boyd, 1987, p. 7). The limited instructional and training opportunities available for the superintendents focused on curriculum and pedagogy. The purpose of training was to provide the knowledge superintendents needed to supervise teachers more effectively (Murphy, 1992).

The “Prescriptive Era” of educational administration covered the late 1800s to the end of the Second World War (Murphy, 1992, p. 23). During this period, educational administration courses and training programs in universities were still limited but growing in numbers. The programs that existed primarily focused on preparing individuals for the superintendency and professorships (Silver, 1982).

Cooper and Boyd (1987) divided the “Prescriptive Era” into four periods. Between 1900 and 1912, the “Educator-Capitalist” stage drew attention to the importance of efficiency and business ethos in education (Cooper & Boyd, p. 7). During this time, there were few formal training or university programs to help the principals or superintendents learn the skills necessary for their positions (Cooper & Boyd, 1987).

By 1910, Frederick Taylor's theories of scientific management became the major model for operating businesses. In education, Taylor's view influenced the "Business Manager" (1913-1915) and the "School Executive" (1915-1929) periods (Cooper & Boyd, 1987, p. 10). During these periods, colleges and universities developed programs for superintendents and principals. The thrust of these programs was to teach skills necessary to meet the demand for a business approach to school management. The primary tasks of the principal at this time were ". . . administrative, not instructional" (Beck & Murphy, 1993, p. 24). During this stage, Cooper and Boyd (1987) highlighted the development of formal training programs and intensified state licensing of administrators.

Fisher (1926), an assistant principal in Cincinnati, sent out 94 questionnaires to deans and heads of departments of education in Ohio universities. He was attempting to determine what they were doing to train principals and assistant principals. He also wanted to ascertain what they considered the ideal conditions under which principals received practical training. Thirteen replied that they had no courses to train principals, and another 21 failed to respond. To the question, "Do you offer a course for training for assistant principalship?" (Fisher, 1926, p. 430), only five responded "Yes." Several others indicated that the courses they offered would benefit the assistant principal but had been intended for those pursuing the principalship (p. 430). Based on his research, Fisher was able to distinguish between the role of the "assistant principal" and the "assistant to the principal." The "assistant to the principal" was defined as the person assigned odd jobs to relieve an overtaxed principal. The "assistant principal" was defined as an apprentice to the principal who was receiving practical training for a future principalship.

Training of superintendents and principals continued to focus on a business approach through 1929. However, the advent of world crisis caused by business collapses and World War I brought about a change in philosophy in educational leadership. The final stage of the “Prescriptive Era” (Murphy, 1992, p.23), from 1930 through 1950, was identified by Cooper and Boyd (1987) as the era of the “Social Agent” (p. 11). During this time, superintendents and principals were expected to become democratic leaders who were concerned with how school learning met the purpose of the school and society (Beck & Murphy, 1993; Cooper & Boyd, 1987).

By the end of the “Prescriptive Era,” a shift in attitude toward training for principals and superintendents had occurred. The necessity of coursework in educational administration had become apparent. By 1950, a majority of school administrators took some graduate courses and thirty-eight states “required a graduate degree in educational administration for superintendents and principals” (Cooper & Boyd, 1987, p. 11). A review of the educational literature through the 1950s did not reveal any references to coursework for assistant principals. However, it is logical to conclude that aspiring principals and superintendents who occupied assistant principal positions were included in this small number of educational leaders attending graduate programs in educational administration.

Beginning in 1950, the “Behavioral Science Era” incorporated professionalism as the central focus of training programs in educational administration (Murphy, 1992, p. 36). Educational administration programs were also beginning to incorporate the results of empirical research into the curriculum used to train prospective principals and superintendents. Therefore, curriculum in educational administration was changing from

a practical orientation to more theoretical (Beck & Murphy, 1993; Murphy, 1992).

Courses included theories of human behavior, research design, and statistical analysis (Cooper & Boyd, 1987). The content in all educational administration programs for principals or superintendents contained large blocks of common courses (Murphy, 1992).

The shift in educational administration that began in the 1950s continued for the next two decades. The “One Best Model” of educational administration training emerged, within which “training is state controlled, closed to nonteachers, mandatory for all those entering the profession, university based, credit driven, and certification bound” (Cooper & Boyd, 1987, p. 3). Beck and Murphy (1993) characterized the “One Best Model” as “uniformity and standardization in preparation programs and administrative and instructional techniques, and evaluative strategies” (p. 89).

Fueling change during this time was the emergence of new organizations concerned with improving training programs in educational administration. The formation of the National Conference of Professors of Educational Administration (NCPEA) in 1947 was an important first step in linking educational administration professors from across the country (Campbell, Fleming, Newell, & Bennion, 1987). Funded by the Kellogg Foundation, the Cooperative Project in Educational Administration (CPEA) was formed in 1950 as a consortium of eight universities to develop and test new theories and programs in the field of educational administration (Murphy, 1992). The most important new organization, which came into existence in 1956, was the University Council for Educational Administration (UCEA). UCEA’s primary purpose was “to improve graduate programs in educational administration through the stimulation and coordination of research, the publication and distribution of

literature growing out of research and training activities, and the exchange of ideas” (Campbell et al., p. 182). UCEA and NCPEA are still actively involved in professional development of professors of educational administration.

Increasingly, the “One Best Model” has come under attack by educational administration professors, researchers, and administrators. The critics claim that the whole process of principal preparation is flawed. First, licensing procedures bar some quality candidates from the field. Second, low admission standards reduce the quality of training. Third, educational administration programs are just a collection of incoherent courses tied together by credit hours (Cooper & Boyd, 1987). Of interest to this research are the observations made by Cooper and Boyd about program weaknesses. They divided these weaknesses into four areas:

. . . (1) that what programs teach is not what the candidates need to do their jobs; (2) that the research base on which training is based is inadequate to guide practice; (3) that administrators cannot strike a useful balance between general learning (applicable to all administrative posts) and specialized training (for jobs as curriculum specialists, budget finance directors, personnel/labor-management relations specialists, etc); and (4) that the courses themselves are taught in boring, unapplied, and unchallenging ways. (p. 14)

Anderson (1991) identified the following problems with educational administration training programs:

1. They do not prepare administrators to deal with the rapid pace of the job.
2. They do not prepare administrators to deal effectively with conflict.

3. They do not train administrators to deal with the face to face communications that make up 70 % of administrators' communication.
4. They do not deal with the emotional component of working with students, parents, teachers, and others.

The unique educational administration knowledge base that was sought back in the 1950s has not yet been clearly delineated or established. Murphy (1992; 1993) discussed the poor research base supporting pre-service programs. The main criticisms offered by Murphy centered on the non-systematic way research is carried out and the willingness of practitioners to try a theory before it has been tested (Murphy, 1992; Murphy, 1993). Murphy (1992) stated:

Thus most builders and critics of preparation programs have put the cart before the horse. Embedded in much of the literature in this field, especially in the critical analyses, is a belief that program vision will flow from the codification of an appropriate knowledge base. The reality is the opposite. The knowledge base for training should be constructed from a blueprint that specifies what the role of the school administrator is and ought to be. (p. 85)

The National Commission on Excellence in Educational Administration (NCEEAA), released several reports that according to Murphy (1993) will help to shape the reform agenda of the next era.

In 1990, the National Commission for the Principals, funded by the National Association of Elementary and Secondary Principals, published Principals for Our Changing Schools: Preparation and Certification. According to Murphy (1993), "this document was an attempt to unpack the functional knowledge base required by

principals” (p. 11). In addition, UCEA authorized six teams of writers to update the knowledge base in educational administration preparation programs (Murphy, 1993).

Efforts to improve principal preparation were growing out of dissatisfaction with past and present educational administration preparation programs. Changes in society have brought about the realization that schools must shift from their industrial roots to reflect the new information-technology age. Administrators of the future will encounter an ever-increasing number of unforeseen problems and will need to be trained to deal with the unknown in a rapidly changing society. In the information age, it will be impossible for the leader to accumulate all the knowledge necessary to carry out his responsibilities. Therefore, future administrators will need to have a set of beliefs or values that will guide their actions. The role of the principals will need to change from manager to leader (Beck & Murphy, 1993). Murphy (1992) sees the purpose of administrative training as helping the student develop the “capacity to learn” through the use of “authentic problems of practice” and by abandoning the textbook as original source. The assistant principalship has not been mentioned in this discussion.

Changes in principals’ preparation have been implemented in 22 experimental educational administration programs in universities and school districts that were part of the Danforth project from 1987 through 1993 (Milstein & Associates, 1993). When Milstein and Associates (1993), reviewed the results of five years of the Danforth Foundation research, they found that successful educational administration program:

1. Improved selection and admission policies to assure only the most qualified applicants enter the program. Experienced applicants are

nominated by others in the field and recognized as excellent candidates based on their leadership ability.

2. Emphasized the skills and knowledge required in roles for which the educational administration students are preparing as part of the academic content of preparation programs.
3. Relied less on lecture and more on interactive pedagogy in the classroom that took into consideration research on adult learning.
4. Involved internships that provided for sufficient field time, multiple experiences, close supervision, adequate mentor training, and a chance to reflect on the activities performed.
5. Provided student cohorts to help the aspiring administrator develop support and a networking system within the university and the profession (Milstein & Associates, 1993).

Murphy (1993) found similar practices when he studied nine educational administration programs for UCEA (Murphy, 1993). Of the 22 programs studied by Milstein and Associates (1993) the only mention of the assistant principalship was by reviewers at the University of Alabama who recognized the need to upgrade their program “. . . to encompass the unique role requirements of the assistant principal” (p. 56).

Murphy (1992) recognized that “One of the most serious problems with the current cognitive base in school administration training programs is the fact that it does not reflect the realities of the workplace . . .” (p. 88). In the past, the role of the assistant principal was studied by examining the duties and responsibilities of the position.

Kriekard and Norton (1980) suggest that a more specific and professional understanding

of the position can be achieved by studying the real and ideal competencies of the assistant principal.

Milstein and Associates (1993) also recommended that the focus on the assistant principal should be broadened: “Most program graduates move into this position for at least some period of time. They would benefit greatly from added skill and knowledge focused on topics such as student discipline” (Milstein & Associates, 1993, p. 56).

In 1984, Marshall surveyed NASSP assistant principals to determine whether they were aware of any programs or policy designed to improve the assistant principalship. Only 29% of the 42 respondents answered affirmatively (Marshall, 1992a). Additionally, the survey results revealed a number of areas in which the respondents felt that assistant principals should receive training. Training is needed to support the assistant principal to (a) handle discipline, (b) cope with vulnerability and ambiguity of the position, (c) shape one’s career path, (d) facilitate his/her development, (e) reduce “burnout” caused by low rewards, and (f) deal with the lack of opportunities for advancement (Marshall, 1992a. p. 58). Marshall proposed several questions that needed to be answered about training activities for assistant principals:

1. To what extent do these formal and informal training experiences help assistant principals anticipate administrative roles, make appropriate career decisions, manage tasks, and create an array of coping strategies for managing the dilemmas of the assistant principalship in constructive ways?
2. Do these experiences help them manage professional and bureaucratic conflicts?

3. Do they build a sense of administrative professionalism?
4. Do they provide rewards for administrators who value instructional leadership, equity, and the use of research and theory to improve practice?
(Marshall, 1992a, p. 57)

Marshall's observations on the training of the assistant principal parallel those of Milstein and Associates (1993); when she recommended that:

1. Coursework should be planned to integrate skill building with knowledge.
2. Assistant principals, while learning skills through simulations, role-playing, and practice, should also learn, from the literature on schooling, about how their functioning fits into the bigger picture of school administration.
3. Universities should have a policy for identifying, recruiting, and supporting candidates for programs in educational administration, including women and minorities.
4. School districts should provide sponsors, role models, and/or mentors to provide advice and build confidence for aspiring and beginning assistant principals.
5. Internships can help aspiring assistant principals gain a better understanding of the position from a practitioner's view.
6. Training should help the administrator develop a more critical humanistic view of the organization, which expands human potential and transforms society to eradicate racism, classism, and sexism. (Marshall, 1992a, pp. 11, 91-94)

Milstein and Associates (1993) and Marshall (1992a) recommended the use of role-playing and simulations in the training of assistant principals. Bridges (1992) reinforces the use of role-playing and simulations with the development of the process “Problem Based Learning” similar to that used to train physicians. “Problem Based Learning” has been used in the training of prospective principals at Stanford University. In the classroom, students are presented with a problem that they are apt to face as an educational administrator. Working in small groups and using the curriculum that they were studying, they prepare a solution to the problem. This approach, according to Bridges (1992), “emphasizes three major learning goals: (1) the development of administrative skills, (2) the development of problem-solving skills, and (3) the acquisition of the knowledge base that underlies administrative practice” (p. 17).

Silver (1987) noted that the fundamental difficulty in providing continuing education is that:

. . . the instructional program is almost always separate and distinct from the actual working life of the practitioner. The training experience is always set apart, in other words, from the practitioner's on-the-job responsibilities, not only in location but also in content and degree of relevance. All those seeking to improve practitioners' knowledge and skills face the perpetual problem of transference from training setting to the work situation.

The problem is particularly acute in continuing education for the professions because the situations professional practitioners encounter are unpredictable, immensely complex, and fraught with uncertainties. The contents of training experiences are at once more abstract and more simplistic than the

situations faced by the practitioner on the job. And the difficulty is further confounded by the impossibility of assessing the extent to which training program content is carried over to the work situation. (Silver, 1987, p. 67)

Internships of longer duration may counteract some of the problems described. Silver (1987) did not specifically mention the assistant principals in her discussion even though the concerns raised are applicable the position.

Milstein and Associates (1993), Marshall (1992), and Murphy (1993) all recognized the advantages of longer internships under the direction of trained mentors. They have all stated that internships are the best way to approximate the conditions in which the educational administrator works. In planning an internship, it is recommend that attention be given to the following details:

1. The experience, training, and desire of the field supervisor to work with the administrative intern;
2. The site of the internship, to provide the administrative candidate with a realistic view of the work environment;
3. The number of settings and types of settings to provide the aspiring principal with a wide variety of experiences;
4. The amount of time available, as much as a year, to give the interns enough time to practice their newly acquired skills. (NASSP Consortium for Performance-Based Preparation of Principals, 1985, p.30)

Duke (1992) pointed out, however, that longer internships create a problem for the majority of students in educational administration who hold full-time teaching positions and “. . . could not sacrifice a year’s salary and possibly their jobs to attend graduate

school” (p. 766). Additionally, most school districts would find it financially burdensome to pay for a year-long internship for every aspiring principal.

In 1997, Haller, Brent, and McNamara published a study on graduate programs in educational administration. The purpose of the study was to determine whether graduate programs in educational administration help to improve America’s schools. Using school and staffing data collected by the National Center for Educational Statistics, Haller et al. attempted to determine whether there was a significant difference in the educational levels of principals in schools that were identified as effective versus those that were not. Based on their research, they concluded “. . . neither the general level of principals’ graduate training nor specific training in educational administration has a positive impact on their schools’ effectiveness” (Haller et al., p. 226).

The research finding of Anderson (1991), Bridges (1992), Marshall (1992a, 1992b), Milstein and Associates (1993), and Murphy (1992, 1993) are discussed in the National Council for Accreditation of Teacher Education (NCATE) Approved Curriculum Guidelines. These guidelines referred to as the Advanced Educational Leadership Guidelines (EDLEA guidelines) were prepared by the National Policy Board for Educational Administration for the Educational Leadership Constituent Council. The EDLEA guidelines were approved by NCATE in September of 1995 for NCATE accredited schools. NCATE recognized that schools needed to adapt to the changing social and economic environment. They also recognized that educational administration leaders, principals, superintendents, and curriculum directors were not being trained to manage this change.

In 1995, the EDLEA guidelines redesigned preparation and certification programs in educational administration and established accreditation standards. The standards are divided into “. . . eleven knowledge and skill domains integrated under four broad areas, and one process domain, the internship” (National Policy Board for Educational Administration for the Educational Leadership Constituent Council, 1995, p. 2). The four domains are “(1) Strategic Leadership, (2) Organizational Leadership, (3) Instructional Leadership, and (4) Political and Community Leadership” (National Policy Board for Educational Administration for the Educational Leadership Constituent Council, p. 2). The EDLEA guidelines require internships, as suggested by Milstein and Associates (1993), that represent a series of diverse experiences and are supervised by university and school district personnel. There is no mention of the assistant principalship within the guideline.

Universities seeking NCATE accreditation for programs in educational administration must meet the following program criteria:

1. Curricula are designed in an integrated or problem-based mode to promote an understanding of the connectedness of the various knowledge and skill areas in educational leadership.
2. Programs include (a) the acquisition of concepts and information, (b) the integration of concepts with practice and use of knowledge in context, and (c) the application of knowledge and skills in a workplace environment.
3. Bridging experiences are conducted between course content and the workplace that feature clinical exercises and/or field experiences.
4. Appropriate adult learning strategies are broadly utilized.

5. Instructional emphasis is placed on those methods and materials that anticipate learner performance in the workplace.
6. All candidates are required to have experiences in all eleven domains as well as an extensive internship that provides for a synthesis and application of appropriate knowledge and skills from the eleven domains.
7. Activities in various courses are adapted to the degree and level sought by each candidate.
8. Opportunities are provided for candidates to formulate and examine an ethical platform upon which to rely for tough decisions.
9. Assessment of the candidates is carried out through use of multiple sources of data, including performance assessment. (National Policy Board for Educational Administration for the Educational Leadership Constituent Council, 1995, p. 11)

Training of educational administrators will change over the next decade, as reflected by the 1995 NCATE, EDLEA guidelines (National Policy Board for Educational Administration for the Educational Leadership Constituent Council, 1995). The research being conducted now by universities, professional organizations, and individual researchers will map the direction for the next generation of educational administrators. This researcher believes that more emphasis will need to focus on the unique and changing role of the assistant principal, in this quest for better programs.

Chapter Summary

The assistant principalship, as an aid to the principal, has existed since the late 1800s. The majority of these early assistants, who were “assistants to the principal,”

abandoned their classes to handle the clerical duties of the rapidly growing public school systems. A few superintendents and principals, however, were beginning to recognize the importance of these professionals in the total operation of the school. The position has grown steadily in number and responsibility since the early 1900s, with the greatest increase over the last thirty years.

There has been relatively little research on the position of the assistant principalship over the years. Of the studies completed, the early research centered on monitoring the growth of the position and the duties of professionals. Later researchers monitored the changing role of the assistant principal and looked at how the assistant principal preformed within the confines of the position. More recently, researchers have centered on the socialization of assistant principals—how they make the transition into the position and operate within the framework of the organization.

There appear to be virtually no university-level training programs for the assistant principalship in Pennsylvania and in fact, none were located anywhere through a search of the literature. Assistant principals are trained in educational administration programs designed to prepare candidates for the position of building principal. Although many of the duties of these two positions overlap considerably, the roles of the two positions differ drastically in the dimensions of leadership, discretionary power, and types of contacts with parents, teachers, and students.

Research indicates that training for the principalship and possibly for the assistant principalship may be improved through a change in methodology and time spent in the field. Using a problem-based approach to training similar to what is used in the training of physicians has been suggested as a positive step in preparing new administrators for

the conditions they will encounter in the field. Another important recommendation is that internships be expanded to provide a longer period of on-the-job experience before the student assumes the responsibilities of the job. Other recommendations include cohort study groups, university-trained mentors for beginning principals, and classes that are made relevant to the position. The 1995 NCATE-approved curriculum guidelines are addressing these changes in educational administration training programs. Still, the assistant principal's position is virtually ignored in the literature on educational administration training programs.

CHAPTER III

Methodology

Introduction

In this study, a survey questionnaire was used to document the perceptions of western Pennsylvania principals and assistant principals on the importance of training programs for the role of the assistant principal. Demographic information and principal and assistant principal role and responsibility data were also gathered. The discussion of the methodology includes the design of the research, instrumentation, and data collection analysis procedures.

Design of the Study

This was a descriptive study based on a survey questionnaire designed to determine the perceptions of western Pennsylvania principals and assistant principals on the importance of university training for the role of the assistant principalship. The survey questionnaire contained three subsections that address the following elements related to the research questions: (a) demographic information, including questions on present position and university attended, (b) items that clarified the assistant principals' perceptions of the quality of their graduate training for the role of assistant principalship, and (c) items that differentiate between the role of the principal and that of assistant principal (Appendix B).

The research questions addressed in this study were:

1. Do principals and assistant principals believe that assistant principals receive relevant training for the assistant principalship from within their graduate school preparation programs in educational administration?

- a. What programs, content, experiences, or individuals do assistant principals credit with providing the most important preparation for the assistant principalship?
 - b. Do variables such as years' teaching experience, age, race, present position, gender, or educational institution attended have a bearing on perceptions of principals and assistant principals regarding training activities, courses, and pedagogy for the assistant principalship?
2. What duties and responsibilities are most closely associated with the role of the western Pennsylvania assistant principal and how do they relate to those of the principal?

In addition to the research questions, one hypothesis was constructed to ascertain whether principals and assistant principals perceived university training as important in the preparation of the assistant principal. Haller, Brent and McNamara (1997); Hartzell, Williams and Nelson (1994); Marshall (1992a); and Milstein and Associates (1993) all suggested that training for the assistant principalship may not be meeting the needs of the assistant principal based on the responsibilities of the role. To test whether principals and/or assistant principals perceive university certification training programs for the assistant principalship as adequate, the following null hypothesis was developed based on the survey instrument:

H₀: Principals and assistant principals perceive that programs in educational administration are greater than or equal to “important” in preparing graduates for the role of the assistant principalship.

The alternate hypothesis states:

H₁: Principals and assistant principals perceive that programs in educational administration are less than “important” in preparing graduates for the role of the assistant principalship.

Question 16 Item (a) on the survey questionnaire, “University Administrative Certification Programs,” was the variable tested to determine the significance of the hypothesis.

Sample Population

Principals and assistant principals from public schools in western Pennsylvania were selected as the target population to receive the survey instrument. This geographical area was selected due to the diversity of the population and proximity to the researcher and sponsoring university. Large urban populations in Pittsburgh and Erie as well as many other smaller cities, suburban areas, and rural communities were included. Representative schools across all socioeconomic strata were represented. Western Pennsylvania principals and assistant principals had also received their education from a diverse number of training institutions including the University of Pittsburgh and Pennsylvania State University as well as many smaller public and private institutions.

A list of western Pennsylvania school districts, principals, and assistant principals was secured from the Pennsylvania Association of Elementary and Secondary School Principals and the Pennsylvania Department of Education. School district, building, and Intermediate Unit Internet web sites provided a resource from which to update and cross-reference information on administrative personnel. Individuals selected to receive the survey questionnaire held the position of principal, assistant principal, or vice principal;

had an administrative I or II principal certification; were recognized as an administrator; and held a position that afforded them a degree of discretionary power.

Survey questionnaires were mailed to every identified principal and assistant principal in the 171 western Pennsylvania school districts located within Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28 (Appendix C). In all, 309 assistant principals and 804 principals were sent survey questionnaires, for a total of 1113 surveys mailed.

Instrumentation

A survey questionnaire was developed to answer the research questions. It was necessary for the researcher to develop the questionnaire since a review of the literature did not reveal a suitable instrument. In the development of the research, the original plan was to replicate Austin and Brown's (1970) normative study. However, the review of the literature raised important questions about the training of the assistant principal that were not part of the Austin and Brown study. Since Austin and Brown (1970), another problem surfaced. Differences in terminology could cause confusion should the principals and assistant principals be asked to respond to the Austin and Brown survey. Also, the survey questionnaire needed to incorporate questions that addressed assistant principal training and allowed for the collection of data that could be used to describe the roles of the principal and assistant principal.

The survey questionnaire developed contained three sections (Appendix B). Demographic information was collected in Part I and included items relating to personal and professional characteristics of the respondent (Appendix B). Personal demographic information included questions on age, gender, and race. Professional demographic information included questions about the graduate institution where principals and

assistant principals received administrative certification, the type of administration certification earned, and the highest degree held. Additionally, the respondents' professional background and position at the time of the survey were collected. The background items surveyed included questions about present position, years in the classroom, years as an assistant, years as an educator, current school enrollment, grades supervised, and number of assistants in the school.

Part 2 collected data on the respondents' perceptions of the importance of graduate training programs for the position of assistant principal (Appendix B). In this section, respondents were asked to rate each item's importance in the training of assistant principals. A 5 through 1 scale was used: (5) extremely important, (4) very important, (3) important, (2) not very important, and (1) not important. The first of the three questions in this section, question 16, dealt with training opportunities for the assistant principalship and included university administration certification programs, post-university training programs, classroom teaching, and workshops and conferences. Question 17 asked principals and assistant principals to rate 14 graduate courses used to prepare assistant principals. The list of courses did not represent any one program but was gathered from the literature (Marshall, 1992a; Milstein & Associates, 1993; Murphy, 1993); university educational administration bulletins; and the NCATE-Approved Curriculum Guidelines (National Policy Board for Educational Administration for the Educational Leadership Constituent Council, 1995). Question 18 examined instructional activities that are sometimes integrated within courses in educational administration or taught separately. The six items in this area were lecture, student presentations, simulated

problems or role-playing, principal mentoring programs, cohorts, interpersonal skills, and stress management.

The purpose of Part 3 of the survey questionnaire was to provide data that described the role of the assistant principal (Appendix B). Respondents were asked to rate the principal's role and the assistant principal's role on 43 job tasks arranged in six categories. The six categories were (1) personnel activities, (2) school/community relations, (3) student activities, (4) student personnel, (5) curriculum instruction, and (6) school management. Respondents were asked to rate the tasks based on their perceptions of the amount of responsibility that the principal and assistant principal exercised over the duty. Again, 5 through 1 rating scale was employed: (5) sole responsibility, (4) major responsibility, (3) equally shared responsibility, (2) minor responsibility, and (1) no responsibility. Survey items on the role of the assistant principal were selected from Austin and Brown (1970), Bush (1997), Black (1980), Calabrese (1991), Glanz (1994b), Gore (1983), Job Descriptions for Assistant Principals (1980), Marshall (1992a, 1992b), Norton and Kriekard (1987), and Panyako and LeRoy (1987). Grouping the lists of duties in categories similar to those employed in the Austin and Brown study provided a better correlation between the 1970s research and this study.

A panel of experts consisting of doctoral committee members, experienced principals, and assistant principals assessed the questionnaire contents during its development. The panel reviewed the survey for errors and omissions and to establish the content validity of the instrument. The panel judged each question to determine whether the survey adequately sampled the domain of content that it purports to represent (Fraenkel & Wallen, 1993). The committee examined the format of the instrument,

including font size, language, spacing, and clarity of the directions. Based on suggestions of the panel, changes were made to the survey questionnaire, included more extensive directions. Format changes that improved the appearance and ease of completion by respondents were also done.

Before finalizing the survey instrument, a pilot study was undertaken. The survey was administered to a class of graduate students in educational leadership. Eight of the 11 students were employed as principals or assistant principals. The students were asked to complete the survey as if they had just received it in the mail, without additional instructions. Responses received helped to clarify the choice of words and to improve the directions for Part 3 of the survey. Additionally, the respondents suggested adding the rating scale to each page for ease of completion by the respondents. In January 1999, the Human Subjects Research Committee of Youngstown State University reviewed the survey and all procedures. A letter of approval for the research was granted (Appendix A).

Reliability

The reliability of the survey instrument was tested using Cronbach's coefficient alpha. This statistic measures the internal consistency of the instrument through an inter-item correlation. Specifically, reliability using Cronbach's statistic is the measure of squared correlation between the respondents' observed score and the true score. A correlation of 0 to 1 is expected, with values closer to 1 showing a stronger positive reliability correlation (SSPS).

An alpha of .89 was calculated for the survey instrument, which represented a high rate of internal consistency. The three subsections of the survey were also analyzed separately to determine the reliability of the individual parts. Part 1, the demographic

information, resulted in an alpha of .54. Part 2, containing information on the respondents' perception of training for the assistant principalship, received an alpha of .84. Parts 3 of the survey, on the respondents' perception of the role and duties of the principal and assistant principal, produced an alpha of .90.

Data Collection

The survey was mailed to 309 assistant principals and 804 principals in the identified western Pennsylvania school districts (Appendix C). To assure increased returns, the survey was announced to school districts and administrators using the statewide bulletin board (Penn-Link). An announcement was posted one week before the survey instrument mailing.

A cover letter was included with the survey to all the principals and assistant principals in western Pennsylvania Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28 (Appendix C). The cover letter explained the research project, guaranteed the respondents' anonymity, and provided an option for respondents to receive a copy of the research results. Additional copies of the survey were mailed to the district superintendents within the target area with a letter asking for their help in distributing the survey and cover letter to principals and assistant principals in their districts (Appendices D and E).

Another technique employed to improve the survey return rate was to distribute surveys through personal contacts in many of the school districts. Calls were made to individual principals and assistant principals known to the researcher who were asked to cooperate in distributing the surveys within their district.

Data Analysis

Data collected from the survey instrument were analyzed using the statistical software program SPSS for Windows Version 9.0. This program was used to calculate all descriptive and inferential statistics required to satisfy the research questions. Upon receipt of the responses, the survey questionnaires were examined for completeness and usability. The data from completed forms were coded and entered into the SPSS statistical data sheet.

Descriptive analysis of the response data was conducted. Descriptive data used in the analysis were means, standard deviations, and mean scores ranking. Demographic data, program course importance, and graduate school activities were mean score ranked. Mean score ranking was also used to compare and contrast the differences of duties and role responsibility ratings of principals and assistant principals.

Inferential statistics used to determine statistical significance were independent sample *t*-tests and analysis of variance (ANOVA). When a significant difference in the means was found using ANOVA with three or more independent variables (factors), the Scheffé post hoc procedure was used to determine which relationships were significant. The Scheffé post hoc procedure compares the means of each individual factor, in what is called “pairwise comparisons,” to determine which means difference is significant (Gravetter & Wallnau, 1992, p. 372). The Levene test was used to test all the statistical measures for homogeneity-of-variance. The Levene test “. . . is less dependent on the assumption of normality than most tests. For each case, it computes the absolute difference between the value of that case and its cell mean and performs a one-way analysis of variance on those differences” (SPSS for Windows, 1998, Help Topics).

The level of significance (alpha level) used with all the statistical measures in the study was .05. An alpha level of .05 indicates that it is “very unlikely” that the observed difference in the means occurred by chance (Gravetter & Wallnau, 1992, p. 214). In other words, there would be less than a 5% chance that a discrepancy this large that would occur by chance.

The perceptions of principals and assistant principals on the quality of university administration certification training programs for the preparation of assistant principals was evaluated by asking the participants (principals and assistant principals) how important they felt the training program was for the assistant principalship. The hypothesis constructed was

H₁: Principals and assistant principals perceive that programs in educational administration are less than “important” in preparing graduates for the role of the assistant principalship.

On a five-point scale, it was believed that the participants would rate university training as less than important. The hypothesis was tested using an independent sample *t*-test at an alpha level of .05 and the results were used to answer research question 1.

The analysis of the data is provided in chapter 4. Tables were used where possible to clarify the explanation.

Chapter Summary

The research methodology and survey questionnaire were designed to investigate the perceptions of principals and assistant principals in western Pennsylvania on the importance of training programs for the role of the assistant principal. Responses were collected in three areas: (a) demographic information, (b) the perceptions of principals

and assistant principals on the quality of their graduate training, and (c) data on the roles of the principal and assistant principal.

The survey was designed by the researcher and reviewed by the dissertation committee and the Human Subjects Committee of Youngstown State University. The survey questionnaire was judged to assure that it had content validity, and a Cronbach's coefficient alpha was employed to test reliability. A pilot study was also administered to evaluate the survey for clarity and ease of use.

Distribution of the survey questionnaire took place by mailing copies with a cover letter to assistant principals, principals, and superintendents in the target area of western Pennsylvania. See Appendix C for a list of the Intermediate Units in western Pennsylvania included in the target area.

CHAPTER IV

Analysis of the Data

Introduction

This study examined the perceptions of principals and assistant principals in western Pennsylvania on the importance of training programs for the assistant principalship. The data for this research were collected using a survey instrument consisting of three sections: (a) demographic information, (b) the respondent's perceptions of graduate training programs for assistant principals, and (c) the respondent's perceptions of the roles and duties of principals and assistant principals. In this chapter, research data collected are assembled and presented in print as well as tabular formats. The hypothesis used to investigate research question one was also tested using an independent sample t-test.

Sample Population

The numbered survey was distributed to 804 principals and 309 assistant principals in 171 public elementary and secondary school districts in western Pennsylvania Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28 (Appendix C). In all, 1113 surveys were mailed. There were 656 (59%) returns, 211 (68% return rate) from assistant principals and 445 (55% return rate) from principals.

Completed survey questionnaires were received from administrators in each of the nine Intermediate Units in western Pennsylvania (Table 1). The highest percentage of returns (80%) came from the school districts within Intermediate Unit #27. This high rate of return could be explained by the fact that the researcher is employed within Intermediate Unit #27's region and the respondents were aware that they would be asked

Table 1

Survey Returns by Intermediate Units

Intermediate Unit	Assistant Principals	Principals	Total
	Count ¹ (%) ²	Count ¹ (%) ²	Count ¹ (%) ²
#1	25 (71%)	58 (57%)	83 (61%)
#2	19 (50%)	41 (45%)	60 (47%)
#3	67 (71%)	115 (53%)	182 (59%)
#4	17 (68%)	46 (55%)	63 (58%)
#5	26 (57%)	52 (58%)	78 (57%)
#6	10 (91%)	23 (52%)	33 (60%)
#7	24 (77%)	50 (57%)	74 (63%)
#27	13 (77%)	38 (81%)	51 (80%)
#28	10 (83%)	22 (49%)	32 (56%)
Total ³	211 (68%)	445 (55%)	656 (59%)

Note. ¹Count equals the number of returns received in each category. ²Percentage equals the return rate in each category. ³A total 1113 numbered survey questionnaires were distributed to 804 principals and 309 assistant principals.

to participate in the study. The lowest rate of return (47%) came from Intermediate Unit #2, the Pittsburgh Public School System, the geographical region's largest school district. The greatest rate of returns (59%) was received from school districts within the Allegheny Intermediate Unit #3, which contains the Pittsburgh suburban school districts.

Sample Population Demographics

Based on demographic information collected in the survey, the typical principal in western Pennsylvania was a male Caucasian between the ages of 45 and 54. Within the sample area, the data revealed only three principals or assistant principals who

Table 2

Respondents' Age, Sex, and Ethnicity by Position

	Assistant Principals	Principals	Total
	Count (%)	Count (%)	Count (%)
Age			
25-34 Years	37 (17.6%)	14 (3.1%)	51 (7.8%)
35-44 Years	55 (26.2%)	83 (18.6%)	138 (21.0%)
45-54 Years	94 (44.8%)	270 (60.5%)	364 (55.5%)
55+ Years	24 (11.4%)	79 (17.7%)	103 (15.7%)
Gender			
Male	137 (66.2%)	311 (70.0%)	448 (68.8%)
Female	70 (33.8%)	133 (30.0%)	203 (31.2%)
Ethnicity			
Native American		1 (0.2%)	1 (0.2%)
African-American/Black	10 (5.1%)	20 (4.8%)	30 (4.9%)
Caucasian/White	186 (94.4%)	399 (94.8%)	585 (94.7%)
Hispanic	1 (0.5%)	1 (0.2%)	2 (0.3%)

Note. There were 38 missing responses to the ethnicity question and 2 missing responses to the gender issue.

represented Hispanic or Native American race/ethnicity. The average assistant principal was also a male Caucasian between the ages of 45 and 54. However, the population of assistant principals contained slightly higher percentages of individuals 25 to 34 years (17.6%) and 35 to 44 years of age (26.2%) and of females (33.8%) than did the population of principals (3.1%; 18.6%; 30.0% respectively) (Tables 2 & 23).

Degree and Certification

Among survey respondents, the majority of the principals (76.7%) and assistant principals (82.9%) held a master's degree. Since most of the degree-granting institutions required at least a master's degree for attaining a principal's certification and some required credits beyond the master's degree, these results were expected. However, current Pennsylvania regulations do not require a master's degree for certification as a principal. The Pennsylvania State Board of Education Regulations (1992) require a candidate for the principalship to have only at least five years of professional school experience and a program that meets the following five standards:

- (1) The program shall have well-defined criteria for admission.
- (2) The institution of higher learning is to develop and administer an assessment procedure to determine the potential success and the needs of the applicant.
- (3) The program shall require studies of and experience in decision-making and an internship or other in-school training with practicing principals.
- (4) The program shall require studies of and experiences in instructional leadership, supervision, management, communication, and intergroup relations.

Table 3

Degree and Certification by Position

	Assistant Principals	Principals	Total
	Count (%)	Count (%)	Count (%)
<u>Degree</u>			
BA or BS	4 (1.9%)	2 (.4%)	6 (.9%)
MA or MS	174 (82.9%)	342 (76.7%)	516 (78.7%)
EdD or PhD	25 (11.9%)	88 (19.7%)	113 (17.2%)
Other	7 (3.3%)	14 (3.1%)	21 (3.2%)
<u>PA Certification¹</u>			
Administrative I	71 (49.7%)	64 (22.9%)	135 (32.0%)
Administrative II	72 (50.3%)	215 (77.1%)	87 (68.0%)

Note. ¹There were 234 missing responses to the question of certification.

- (5) The program shall require a final evaluation of the candidate's competency before issuance of the principal certification. (Certification & Staffing & Policy Guideline, 1992)

A slightly higher percentage of principals (19.7%) than assistant principals (11.9%) held doctorate degrees (Table 3). Six individuals indicated that their highest degree was a bachelor's degree and five of the six received their certification from Indiana University of Pennsylvania.

The percentages of principals and assistant principals holding provisional (Administrative I) and permanent (Administrative II) state certifications (definitions, page 7) are also presented in Table 3. One hundred sixty-seven principals (37.4%) and 67

assistant principals (31.9%) failed to indicate their level of certification. The high rate of no response may have been due to misunderstanding about changes in terminology and certification guidelines that have taken place since the 1980s (Survey Question 7).

Table 4

Principal and Assistant Principal Work Experience

	Assistant Principals	Principals	Total
	Count (%)	Count (%)	Count (%)
<u>Years' Classroom Teaching Experience</u>			
None	4 (1.9%)	2 (.4%)	6 (.9%)
1 - 5	28 (13.4%)	64 (14.4%)	92 (14.1%)
6 - 15	106 (50.7%)	232 (52.1%)	338 (51.7%)
16 +	71 (34.0%)	147 (33.0%)	218 (33.3%)
<u>Years as an Assistant Principal</u>			
None	9 (4.3%) ¹	155 (35.3%)	164 (25.3%)
1 - 5	127 (60.5%)	197 (44.9%)	324 (49.9%)
6 - 15	60 (28.6%)	79 (18.0%)	139 (21.4%)
16 +	14 (6.7%)	8 (1.8%)	22 (3.4%)
<u>Total Years as an Educator</u>			
5 - 10	40 (19.0%)	15 (3.4%)	55 (8.4%)
11 - 20	62 (29.5%)	71 (15.9%)	133 (20.3%)
21 - 30	75 (35.7%)	243 (54.5%)	318 (48.5%)
30 +	33 (15.7%)	117 (26.2%)	150 (22.9%)

Note. ¹ Respondents with less than one year's experience marked "None" to this item.

Principal and Assistant Principal Work Experience

Based on the survey results, the typical western Pennsylvania building principal and assistant principal (51.7%) had spent 6 to 15 years in the classroom, with another one-third (33.3%) having 16 or more years' teaching experience. Considering principals and assistants principals separately, it was found that both groups had spent nearly equal amounts of time in the classroom. Fifty-two percent of the principals and 50.7% of the assistants had 6 to 15 years' classroom experience (Table 4).

The number of years that principals and assistant principals in western Pennsylvania had spent in the assistant principal's position was very revealing. Of the 439 principals responding to this questionnaire, 155 (35.3%) had never been an assistant principal, and another 197 (44.9%) had spent less than five years in the assistant principal's position. Nine (4.3%) assistant principals indicated they had spent less than one year and 127 (60.5%) had spent less than five years as an assistant principal. A large group of assistant principals (60; 28.6%) had over 6 years' experience as an assistant principal, and 14 (6.7%) principals had over 16 years' experience as an assistant principal. In general, principals had more total educational experience. The average principal had 21 to 30 total years' experience while the average assistant principal had spent less that 20 years in education (Table 4).

Grades Supervised and Building Organization.

Principals and assistant principals reported 45 different combinations of grade levels in their buildings. The most frequently identified combinations, presented in rank order, were 9-12 (20.6%), k-5 (17.3%), k-6 (13.3%), 6-8 (12.2%), 7-12 (9.9%), and k-4 (3.7%); these combinations accounted for 77.1% of the total. The most frequently chosen

school building organizations were elementary school (37.5%), senior high school (26.1%), middle school (17.5%), junior/senior high school (9.8%), and junior high school (2.7%). These five building organizations accounted for 93.7% of the total sample.

Table 5

Building Enrollment by Number of Assistant Principals & Elementary/Secondary School Assistant Principals

Enrollment Level ¹	Number of Assistant Principals in School			
	None	One	Two	Three +
Under 500	140 (55.3%)	31 (11.7%)	2 (2.1%)	
Elementary	127	20		
Secondary	13	11	2	
500-1000	106 (41.9%)	207 (77.8%)	28 (29.2%)	5 (13.9%)
Elementary	97	99	8	3
Secondary	9	108	20	2
1001-1500	5 (2.0%)	26 (9.8%)	58 (60.4%)	16 (44.4%)
Elementary	4	9	2	
Secondary	1	17	56	16
1500 +	2 (.8%)	2 (.8%)	8 (8.3%)	15 (41.7%)
Elementary	2	1		2
Secondary		1	8	13
Total	253	266	96	36

Note: ¹Elementary levels are all schools incorporating grades k-6, including middle schools. Secondary levels are all schools incorporating grades 7-12, including junior high schools.

School Enrollment and Number of Assistant Principals.

The responses indicated that 253 (38.9%) schools did not have an assistant principal. Of those schools with no assistant principals, 140 (55.3%) had fewer than 500 students; however, two schools without assistant principals had over 1500 students (Table 5). The most frequently listed school size with assistant principals is 500-1000 students.

A Pearson's correlation using two variables, building size and number of assistant principals, was calculated to determine whether there was a relationship between these two variables. The calculation resulted in a positive correlation ($r = .68$), indicating that building size appears to have an effect on the number of assistant principals employed. The data were further analyzed to determine whether these results could have occurred by chance. Using the chi-square test, it was found that the association between the two variables was not likely to have occurred randomly $\chi^2 (9, N = 651) = 502.82, p < .05$.

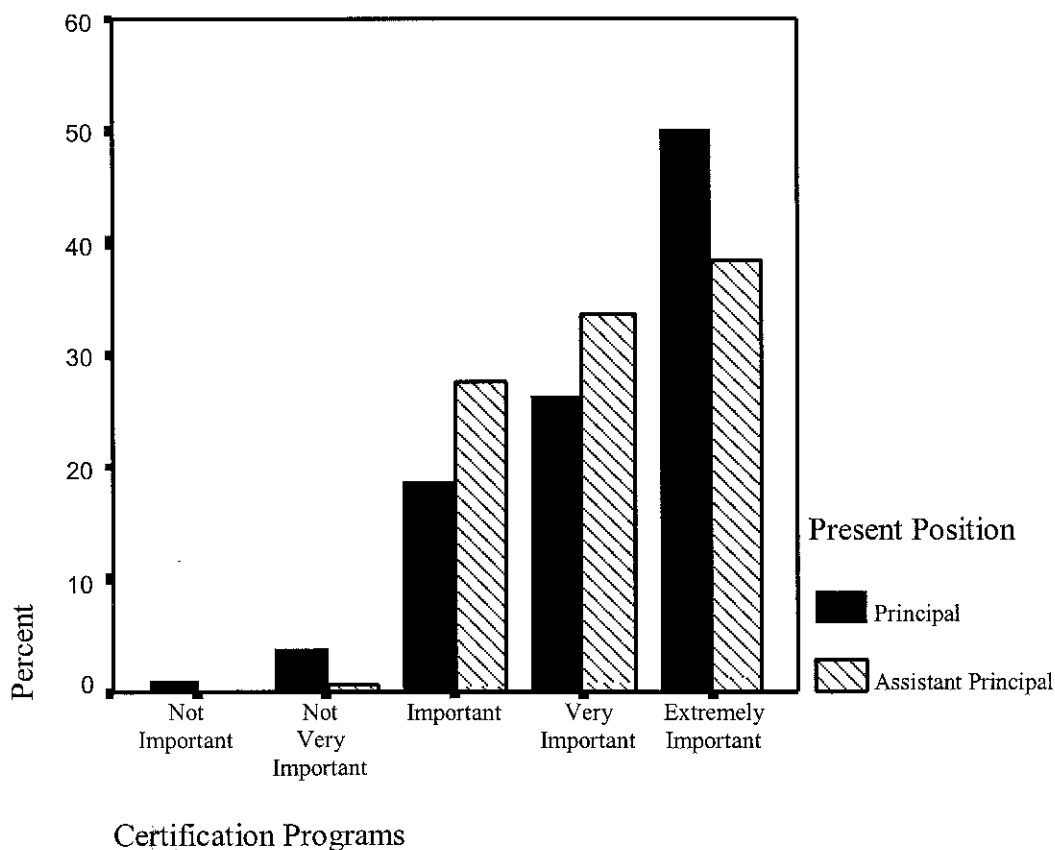
Perceptions Regarding Graduate Training Programs for Assistant Principals

Part 2 of the survey asked respondents three questions addressing the training of assistant principals. The first question asked how important each of four training activities is in the preparation of assistant principals. The second question asked the importance of 14 groups of graduate courses in the preparation of assistant principals. The third question asked the importance of each of seven activities taught as a separate course or integrated within a course (Appendix B, Questions 16, 17, & 18). Based on their perceptions, respondents rated each item's importance on a 5 through 1 scale: (5) extremely important, (4) very important, (3) important, (2) not very important, and (1) not important (Tables 6, 7 & 10).

Training Activities

Respondents rated the importance of (a) university administration certification training programs; (b) post-university training, including assessment centers and leadership academies; (c) classroom teaching; and (d) workshops, conferences, and in-service training. These four forms of training provided the main opportunities for preparing principals and assistant principals. Respondents rated the training practices to assess their importance in preparing the assistant principal.

Figure 1. The perceptions of principals and assistant principals of the importance of university educational administration training programs.



University educational administration training programs.

The importance of university administration certification training was examined.

The hypothesis stated in the null format is:

H₀: Principals and assistant principals perceive that programs in educational administration are greater than or equal to “important” in preparing graduates for the role of the assistant principalship.

On the 5 to 1 ordinal scale used in Part 2 of the survey questionnaire, a mean score that was significantly less than three, “important,” was required to reject the null hypothesis and accept the alternate hypothesis.

A single sample *t*-test calculated on the variable of university administration certification training revealed a significant positive perception about these programs for the preparation of assistant principals ($M = 4.17$, $SD = .90$, $t(644) = +117.22$, $p < .05$), resulting in the null hypothesis being accepted. The data do not support the alternate hypothesis:

H₁: Principals and assistant principals perceive that programs in educational administration are less than “important” in preparing graduates for the role of the assistant principalship.

The mean rating of principals and assistant principals ($M = 4.17$) on university certification training programs is “Very Important” (Figure 1).

The data were further examined to see if any independent variables significantly affected the respondents’ perceptions regarding the importance of university administration certification training. The college or university that the participants attended, gender, race, current position, years of teaching experience, degree, and

Table 6

Training Activities for the Assistant Principalship by Gender

Variable	Aggregate	Male	Female	df	F
Classroom Experience					
<u>M</u>	4.52	4.50	4.56	1, 637	.97**
<u>SD</u>	.75	.75	.74		
<u>n</u>	639	440	199		
University Certification Program					
<u>M</u>	4.17	4.12	4.29	1, 638	4.48*
<u>SD</u>	.91	.91	.88		
<u>n</u>	640	442	198		
Post-university Training					
<u>M</u>	3.61	3.54	3.76	1, 630	7.07*
<u>SD</u>	.97	.95	1.00		
<u>n</u>	632	439	193		
Workshops/Conferences/In-service					
<u>M</u>	3.59	3.56	3.67	1, 635	2.14**
<u>SD</u>	.89	.88	.90		
<u>n</u>	637	440	197		

Note: *Significant $p < .05$ **Not Significant $p > .05$

building level were examined to determine whether they had an effect on the participants' perceptions. The participants' university, race, current position, and years of teaching experience did not have a significant effect on the respondents' perceptions.

However, the principals' and assistant principals' gender relative to the question about the importance of university certification training programs produced a significant mean difference ($F(1, 638) = 4.48, p < .05$) compared to total sample population (Table 6). This indicates that female respondents ($M = 4.29$) were significantly more favorable to the question of university certification training programs than were males ($M = 4.12$).

Building size was also a significant factor in the rating of university certification programs ($F(3, 638) = 4.61, p < .05$). The reasons for this difference were harder to assess. The Scheffé post hoc procedure was calculated to determine the specific combination of building sizes that created this mean difference. The difference rests between schools of fewer than 500 students and those of 1001 to 1500 students. Principals and assistant principals at the smaller schools rated university programs more favorably than did those from larger schools.

Post-university training.

Post-university training was the second training activity rated by the respondents. The effectiveness of post-university training programs also received a positive result ($M = 3.61, SD = .97, t(635) = \pm 93.91, p < .05$ (two-tailed)). A significant mean difference for the dimensions of gender and building size was also found for post-university training. Again, the mean for female respondents ($M = 3.76$) was significantly higher than that for males ($M = 3.54$), ($F(1, 630) = 7.07, p < .05$) (Table 6). The other demographic variable that reflected a significant mean difference was building size ($F(3,$

629) = 2.87, $p < .05$). However, the post hoc procedure failed to identify any particular dimension that caused this difference.

Classroom experience/workshops/conferences/in-service.

The other two groups of training activities rated by the respondents were classroom experience and workshops, conferences, and in-service training. The training activity rated highest in importance was classroom experience ($M = 4.52$, $SD = .75$). The lowest rating, even though still positive, was for the importance of workshops, conferences, and in-service activities ($M = 3.59$, $SD = .89$) (Table 6). None of the independent variables had a significant mean effect on these training activities.

Graduate Preparation Courses for the Assistant Principalship

To determine the significance of particular types of courses in the preparation of assistant principals, respondents were asked to rate courses in educational administration based on their perceptions of the courses' importance. The 5 through 1 scale used to reflect the importance of graduate preparation courses was (5) extremely important, (4) very important, (3) important, (2) not very important, (1) not important. The courses perceived by western Pennsylvania principals and assistant principals as most important were School Law ($M = 4.59$, $SD = .65$), Student Discipline ($M = 4.53$, $SD = .71$), and Leadership ($M = 4.44$, $SD = .78$). Those courses found least important were Psychology of Learning ($M = 3.53$, $SD = .93$), Human Growth and Development ($M = 3.48$, $SD = .89$), and Foundations (History, Philosophy, and Theoretical Foundations of Education) ($M = 2.81$, $SD = .93$). See Table 7 for the complete list.

To determine the demographic variables that created a difference in the perceptions of the respondents, the following variables were tested: college or university

Table 7

Graduate Courses for the Training of Assistant Principals

Variable	<u>M</u>	<u>SD</u>	<u>n</u>
School Law	4.59	.65	644
Student Discipline	4.53	.71	646
Leadership	4.44	.78	647
Supervision of Instruction	4.36	.75	647
School Community Relations	4.29	.78	646
Internships and Field Experiences	4.27	.90	645
Curriculum Development	4.08	.85	645
Personnel Administration	4.05	.82	642
Computer Applications	3.88	.88	642
Activity Management	3.65	.90	633
School Finance	3.62	.97	644
Psychology of Learning	3.53	.93	642
Human Growth & Development	3.48	.89	640
Foundations Courses	2.81	.93	642

the participant attended, gender, race, current position, years of teaching experience, degree, and building level. The current position of the respondents was tested to see if assistant principals viewed the importance of the courses differently. An ANOVA was

Table 8

Significant Gender Effects on Perceptions of Courses in Educational Administration

Variable	Aggregate	Male	Female	df	F
Curriculum Development					
<u>M</u>	4.08	4.04	4.19	1, 638	4.83*
<u>SD</u>	.85	.84	.85		
<u>n</u>	645	443	197		
Internship/Field Experience					
<u>M</u>	4.27	4.21	4.40	1, 638	6.43*
<u>SD</u>	.90	.93	.85		
<u>n</u>	645	442	198		
Psychology of Learning					
<u>M</u>	3.53	3.47	3.67	1, 635	6.67*
<u>SD</u>	.93	.94	.90		
<u>n</u>	642	441	197		
Human Growth & Development					
<u>M</u>	3.48	3.40	3.66	1, 633	11.45*
<u>SD</u>	.89	.88	.89		
<u>n</u>	640	438	197		

Note: *Significant $p < .05$

calculated on each course by current position. No significant mean difference was found at an alpha level of .05. Other demographic variables that did not show an effect on course importance were the respondents' degree and total years as an educator.

Age tested as a significant factor in the respondents' rating of Foundations of Education courses ($F(3, 613) = 3.58, p < .05$). The Scheffé post hoc procedure showed that younger respondents (ages 25 to 34 years) rated Foundations courses significantly less favorably ($M = 2.73, SD = 1.05$) than did those in the 45 to 54 age range ($M = 2.91, SD = .89$). The mean ranking for Foundations courses, however, was still last with both of these groups, as it was with the over 55 and the 35 to 44 age groups.

Gender was also a significant factor in individuals' ratings of courses in educational administration. An ANOVA was calculated on each of the courses, revealing a significant gender-based mean difference for four of the courses: (a) Curriculum Development, (b) Internships and Field Experiences, (c) Psychology of Learning, and (d) Human Growth and Development. Each yielded a significant mean difference, with females rating these courses higher than did males. Gender-based means, standard deviations, and ANOVA results for the four courses can be found in Table 8. Women overall rated coursework higher than did men.

The number of assistant principals in a building was also a significant factor in the respondents' ratings of courses in educational administration. Using the number of assistants in the respondents' school as the independent variable, an ANOVA was calculated on each of the courses. The survey instrument offered for four choices for number of assistant principals in the building: "None," "One," "Two," and "Three or

Table 9

Significant Effects of the Number of Assistants on Courses in Educational Administration

Variable	None	One	Two	Three+	<u>df</u>	<u>F</u>
School Law						
<u>M</u>	4.49	4.65	4.67	4.57	3, 639	3.09*
<u>SD</u>	.68	.62	.59	.80		
<u>n</u>	245	266	95	37		
Community Relations						
<u>M</u>	4.35	4.29	4.09	4.32	3, 641	2.70*
<u>SD</u>	.78	.77	.77	.88		
<u>n</u>	247	267	94	37		
Human Growth & Development						
<u>M</u>	3.65	3.43	3.34	3.19	3, 635	5.63*
<u>SD</u>	.85	.94	.78	.88		
<u>n</u>	242	265	95	37		
Psychology of Learning						
<u>M</u>	3.69	3.46	3.36	3.49	3, 637	4.06*
<u>SD</u>	.92	.95	.86	.99		
<u>n</u>	245	264	95	37		

Note: *Significant $n < .05$

more.” The School Law course was very favorably weighted by all respondents ($M = 4.59$, $SD = .65$), but a significant difference between groups was noted (Table 9). The Scheffé post hoc procedure found that the significant difference existed between those respondents from schools with “One” assistant principal and those with “None.” The opposite affect was observed with courses in Community Relations, Human Growth and Development, and Psychology of Learning. The mean difference in these cases was higher for respondents in schools without assistant principals. A significant difference was noted between “None” and “Two” for courses in Community Relations, “None” and each of the other three for courses in Human Growth and Development, and “None” and “One” and “Two” for Psychology of Learning. Table 9 reports the means, standard deviations, and ANOVA results for the four variables yielding a significant difference based on the number of assistant principals.

Using the independent variable for race/ethnicity, an ANOVA was performed on courses in educational administration. The results showed a significant mean difference ($F(3, 579) = 2.97$, $p < .05$) on the rating of courses in Human Growth and Development and ($F(3, 579) = 2.75$, $p < .05$) for Foundations courses. Due to the limited number of Native American and Hispanic respondents, no tests of significance were conducted with these groups. African-American/Black respondents rated Human Growth and Development Courses significantly higher ($M = 3.86$, $SD = .80$, $t(599) = \pm 2.26$, $p < .05$ (two-tailed)) than did Caucasian/White ($M = 3.47$, $SD = .88$). African-American/Black principals and assistant principals also rated Foundations courses significantly higher ($M = 3.25$, $SD = .84$, $t(601) = \pm 2.54$, $p < .05$ (two-tailed)) than did Caucasian/White respondents ($M = 2.80$, $SD = .92$).

Principals who had spent time as an assistant principal rated courses in Human Growth and Development and Leadership significantly lower than did those who had not ($F(3, 633) = 3.20, p < .05$ and $F(3, 638) = 4.25, p < .05$ respectively). The Scheffé post hoc procedure pointed to a significant mean difference for courses in Human Growth and Development between groups with 1 to 5 years of experience ($M = 3.42, SD = .92$) and groups with no experience as an assistant principal ($M = 3.67, SD = .87$). The Scheffé post hoc procedure revealed a significant difference for Leadership courses with respondents having 6 to 15 years as an assistant ($M = 4.30, SD = .76$) and those with no experience ($M = 4.61, SD = .73$).

Building size was also a significant factor in the rating of Leadership ($F(3, 640) = 3.35, p < .05$) and Human Growth and Development classes ($F(3, 633) = 3.52, p < .05$). The Scheffé post hoc procedure revealed that principals and assistant principals in smaller schools, those having fewer than 500 students, had a significantly higher mean for Leadership ($M = 4.54, SD = .74$) and Human Growth & Development ($M = 3.64, SD = .88$) courses than did respondents in schools having 1001 to 1500 students ($M = 4.25, SD = .87$) and ($M = 3.33, SD = .82$).

Leadership when tested by the variable of years as a classroom teacher also produced a statistically significant difference ($F(3, 641) = 3.32, p < .05$). The Scheffé post hoc procedure showed that principals and assistant principals with 1 to 5 years' experience rated Leadership courses higher ($M = 4.61, SD = .67$) than did those with 6 to 15 years' experience ($M = 4.36, SD = .81$).

Graduate course overview.

The courses that were rated most favorably by the principals and assistant principals of western Pennsylvania were School Law, Student Discipline, Leadership,

Supervision of Instruction, and School and Community Relations. The group of courses rated least important in the training of assistant principals was Foundations courses. Human Growth and Development courses were also rated not very important; however, they were more favorably rated by those respondents with the least experience as an assistant principal, females, African-American/Blacks, and principals or assistant principals in buildings with fewer than 500 students. Favorable perceptions of Leadership courses were significant for those respondents who had no experience as an assistant principal, who had only 1 to 5 years' teaching experience, and or who were principals or assistant principals in buildings with fewer than 500 students.

Foundations courses were perceived as the least valuable in the training of assistant principals. However, female respondents rated these courses significantly higher than did males. Foundations courses were rated significantly less favorably by Caucasian/white respondents in the age range of 25 to 34 years. Gender was a significant factor in only three other courses: Internships/Field Experiences, Psychology of Learning, and Curriculum Development. These courses were rated significantly lower by males than by females.

Graduate School Activities

The review of the literature revealed a number of strategies used in the preparation of principals and assistant principals. The strategies examined as part of this study were (a) lectures, (b) student presentations, (c) simulated problems and role-playing, (d) principal mentoring programs, (e) cohort groups, (f) interpersonal skills, and (g) stress management. Table 10 displays by ranked mean scores the importance that principals and assistant principals from western Pennsylvania placed on these activities.

Table 10

Instructional Strategies

Variable	<u>M</u>	<u>SD</u>	<u>n</u>
Interpersonal Skills	4.62	.61	647
Principal Mentoring Programs	4.44	.74	646
Stress Management	4.18	.87	646
Simulated Problems/Role-playing	4.00	.96	644
Cohort Groups	3.70	.99	633
Student Presentations	3.38	.93	643
Lecture	2.68	.87	643

The most highly rated activities were interpersonal skills (M =4.62, SD = .61), principal mentoring programs (M =4.44, SD = .74), and stress management (M =4.18, SD = .87). Student presentations (M =3.38, SD = .93) and lecture (M =2.68, SD = .87) received the lowest ratings. Comments written on the survey questionnaire indicated that many of the respondents were not familiar with cohort groups. Graduate cohorts are a relatively new concept and were not part of all the educational administration programs in the sample area. The question on cohort activity had 23 (3.5%) missing responses.

An ANOVA was calculated on each graduate course teaching strategy to see whether any of the demographic factors significantly affected respondents' perceptions of graduate course activities. No statistically significant effect was found using ethnicity,

years as a classroom teacher, number of assistant principals, present administrative position, or building enrollment.

Total years in education did have a significant effect on the two variables: role-playing activities ($F(3, 640) = 3.47, p < .05$) and cohorts ($F(3, 629) = 2.65, p < .05$). The Scheffé post hoc procedure did not point to a single relationship that caused this difference. However, looking at the descriptive information reveals that those respondents with the least years in education rated these activities more favorably than did those with the most.

A similar and more significant relationship was found between age and role-playing ($F(3, 640) = 4.10, p < .05$) as well as cohort activities ($F(3, 629) = 3.83, p < .05$). Younger individuals rated these activities much more favorably than did older participants. The Scheffé post hoc procedure revealed a significant difference between the means of the 25 to 34 age group and the 55 and over group. This difference for role-playing activities is $M = 4.35, SD = .72$ for the youngest group and $M = 3.81, SD = .90$ for the oldest. Similarly, cohorts had $M = 3.92, SD = .95$ and $M = 3.42, SD = .96$ respectively.

The instructional strategies that principals and assistant principals found most important in the training of assistant principals were the teaching of interpersonal skills, principal mentoring programs, and stress management. Student presentations and lectures were the least favorably rated strategies.

An Investigation of the Assistant Principal's Role

Part 3 of the survey instrument was used to investigate the assistant principal's role in western Pennsylvania school districts located in Intermediate Units 1, 2, 3, 4, 5, 6,

7, 27, and 28. This part contained six sections, each of which covered an area of the principal's and assistant principal's responsibilities. The instructions asked the respondent to rate each of the job descriptions with a number from 1 through 5 with (1) for no responsibility, (2) minor responsibility, (3) equally shared responsibility, (4) major responsibility, and (5) sole responsibility. Directions for this section of the survey asked principals to answer for their role and for their perceptions of the assistant principal's role. Assistant principals were likewise asked to answer for themselves and for their perceptions of the principal's role. Further, principals were instructed that if no assistant principal was assigned to the building, they were to answer the questions based on how they would use an assistant if one were available.

The statistical analysis in this section was completed using descriptive techniques. Data were used to build a description of the role of the principal and assistant principal in western Pennsylvania school districts (Table 11). When viewing the tables in this section, it is important to consider that there were 52.6% more principals (445) in the sample population than assistant principals (211). The high number of principals skews the aggregate ranking toward that of the principal. The sample data were also re-coded to allow for examination of the principal's and assistant principal's role by the respondent's position in the elementary and secondary school. In reading the next section elementary respondents refer to elementary principals and assistant principals and secondary respondents refer to secondary principals and assistant principals.

Perceptions of Principals and Assistant Principals Concerning Personnel Duties

The first series of questions in Part 3 asked respondents to rate personnel activity of the principal and assistant principal. The highest rated activity of principals by

Table 11

Ranking of Principal's Personnel Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Principal Responsibilities				
Recommend & Hire Staff – Principal				
1 (3.83)	1 (3.88)	1 (3.72)	1 (3.89)	1 (3.75)
Supervision & Evaluation of Classified Staff – Principal				
2 (3.74)	3 (3.82)	3 (3.53)	3 (3.78)	2 (3.67)
Supervision & Evaluation of Professional Staff – Principal				
3 (3.72)	2 (3.84)	6 (3.45)	2 (3.82)	5 (3.59)
Teacher Duty Schedule – Principal				
4 (3.63)	4 (3.70)	4 (3.48)	4 (3.63)	4 (3.64)
Teacher Induction – Principal				
5 (3.52)	5 (3.49)	2 (3.61)	5 (3.44)	3 (3.64)
Student Teachers (assigning and working with university supervisors) – Principal				
6 (3.31)	6 (3.25)	5 (3.46)	6 (3.22)	6 (3.44)
Updating Teacher Handbook – Principal				
7 (3.15)	7 (3.21)	8 (2.99)	7 (3.15)	7 (3.14)
Substitute Teachers (securing, supervision, and evaluation) – Principal				
8 (3.00)	8 (2.99)	7 (3.02)	8 (2.95)	8 (3.06)

Note: Valid listwise n=591, principals n=411, assistant principals n=179, elementary n=340, and secondary n=250.

principals and assistant principals was to recommend and hire staff (\underline{M} =3.83, \underline{SD} .77); followed by the supervision of classified staff (\underline{M} =3.74, \underline{SD} .86); and the supervision of professional staff (\underline{M} =3.72, \underline{SD} .79). The activities that principals perceived themselves as being least responsible for were updating teacher handbooks (\underline{M} =3.15, \underline{SD} .95) and supervising, securing, and hiring substitute teachers (\underline{M} =3.00, \underline{SD} 1.09). The principals' ranking was very consistent with the total overall ranking in the personnel areas (Table 11). The assistant principals' mean ranking of the principal's responsibilities in personnel activities differed in several areas. The two most noteworthy differences were in the ranking of teacher induction and supervision and evaluation of professional staff. Principals ranked teacher induction fifth (\underline{M} = 2.78, \underline{SD} = .88) among their duties, whereas assistant principals ranked teacher induction second among the principal's duties (\underline{M} = 3.61, \underline{SD} = .97). Likewise, principals ranked supervision and evaluation of professional staff as second among their responsibilities (\underline{M} = 3.84, \underline{SD} = .80), and assistant principals ranked this area as sixth (\underline{M} = 3.45, \underline{SD} = .68) among the duties for the principal. This difference was statistically significant ($t(412) = 6.26, p < .05$ two-tailed) (equal variance not assumed). Assistant principals ranked the role of the principal higher in each area than did the principals themselves (Table 11).

The ranking of the assistant principal's responsibility for personnel activities (Table 12) suggested that updating teacher handbooks (\underline{M} = 3.18, \underline{SD} = .87); securing, supervising, and evaluating of substitute teachers (\underline{M} = 2.94, \underline{SD} = 1.04); and supervising and evaluating of professional staff (\underline{M} = 2.92, \underline{SD} = .77) were assigned personnel responsibilities (Table 12). Personnel areas that were ranked low for assistant principals were the recommending and hiring of staff (\underline{M} = 2.66, \underline{SD} = .88) and assigning and

working with university supervisors of student teachers ($\underline{M} = 2.52$, $\underline{SD} = 1.12$). Assistant principals' evaluation of their position significantly differed from the principals' evaluation of the assistant principal's position in two areas. Assistant principals rated their responsibility for dealing with substitute teachers ($\underline{M} = 2.75$, $\underline{SD} = 1.06$) much lower than did principals ($\underline{M} = 3.04$, $\underline{SD} = 1.02$). The ranked mean score placed the assistant principal's responsibility for substitute teachers as second in the principals' ranking. However, assistant principals ranked the assistant principal's responsibility for substitute teachers sixth. An independent sample t-test showed this mean difference to be significant ($t(596) = \pm 3.25$, $p < .05$ two tailed). The other duty that was significantly different in ranking from the principals' list was recommending and hiring staff. Principals ranked recommending and hiring staff last in the duties of the assistant principal ($\underline{M} = 2.55$, $\underline{SD} = .85$); however, assistant principals rated that duty fifth ($\underline{M} = 2.86$, $\underline{SD} = .90$). Again, the mean difference between the principals' and assistant principals' rankings were significant ($t(589) = \pm 4.13$, $p < .05$ two-tailed).

Assignment of the principal and assistant principal in the elementary or secondary school was also an important consideration. Ranking the mean scores for the elementary and secondary administrators on the same eight principal personnel activities presented a few significant mean differences. The elementary school administrators' ranking was most closely associated with the aggregate rank (Table 12). Secondary school principal and assistant principal responses differed significantly from the aggregate rank and that of elementary respondents in two areas. The first area was supervision and evaluation of professional staff. Elementary respondents ranked supervision and evaluation of professional staff second ($\underline{M} = 3.82$, $\underline{SD} = .82$), and secondary respondents ranked it fifth

Table 12

Ranking of Assistant Principal's Personnel Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Assistant Principal Responsibilities				
Updating Teacher Handbook – AP				
1 (3.18)	1 (3.13)	1 (3.27)	1 (3.18)	1 (3.18)
Substitute Teachers – AP				
2 (2.94)	2 (3.04)	6 (2.75)	2 (3.04)	3 (2.81)
Supervision and Evaluation of Professional Staff – AP				
3 (2.92)	3 (2.83)	2 (3.08)	4 (2.85)	2 (3.00)
Teacher Duty Schedule (creating, assigning, and supervising) – AP				
4 (2.85)	4 (2.82)	3 (2.88)	3 (2.92)	6 (2.75)
Supervision and Evaluation of Classified Staff – AP				
5 (2.79)	6 (2.74)	4 (2.88)	5 (2.79)	5 (2.78)
Teacher Induction – AP				
6 (2.71)	5 (2.78)	7 (2.55)	6 (2.77)	7 (2.62)
Recommending and Hiring Staff – AP				
7 (2.66)	8 (2.55)	5 (2.86)	8 (2.75)	4 (2.78)
Student Teachers (assigning and working with university supervisors) – AP				
8 (2.52)	7 (2.67)	8 (2.23)	7 (2.71)	8 (2.27)

Note: Valid listwise n=563, principals n=367, assistant principals n=195, elementary n=317, and secondary n=245.

($\underline{M} = 3.59$, $\underline{SD} = .72$), a significant mean difference ($t(592) = 3.72$, $p < .05$ two-tailed) (equal variance not assumed). The second area that showed a significant difference in ranking was the principal's responsibility with teacher induction ($t(607) = 2.78$, $p < .05$ two-tailed). Elementary principals ranked teacher induction fifth ($\underline{M} = 3.44$, $\underline{SD} = .92$), and secondary principals ranked it third ($\underline{M} = 3.64$, $\underline{SD} = .90$).

The assistant principal's personnel roles and responsibilities as perceived by elementary and secondary respondents varied more than did the principal's role. Again, the mean ranking for elementary respondents more closely matched the aggregate scores than did those of the secondary principals and assistant principals (Table 12). Elementary respondents rated supervising professional staff ($\underline{M} = 2.85$, $\underline{SD} = .84$) significantly lower ($t(588) = 2.28$, $p < .05$ two-tailed) (equal variance not assumed in this calculation) than did their secondary colleagues ($\underline{M} = 3.00$, $\underline{SD} = .67$). Another duty that showed a significant difference in ranking was creating, assigning, and supervising the teacher duty schedule. Elementary respondents rated the teacher duty schedule ($\underline{M} = 2.92$, $\underline{SD} = .94$) third, whereas it was ranked sixth ($\underline{M} = 2.75$, $\underline{SD} = .98$) by secondary principals and assistant principals ($t(599) = 2.22$, $p < .05$ two-tailed). The greatest discrepancy in mean ranking was in the duty of recommending and hiring of staff. The mean score obtained from elementary respondents ($\underline{M} = 2.57$, $\underline{SD} = .88$) placed recommending and hiring staff last, while secondary principals and assistant principals rated this area fourth ($\underline{M} = 2.78$, $\underline{SD} = .87$), which is a statistically significant difference ($t(588) = 2.97$, $p < .05$ two-tailed).

Perceptions of Principals and Assistant Principals Concerning School and Community Relations

The ranking of the principal's school and community activities by principals and assistant principals as well as elementary and secondary respondents varied little from the composite ranking (Table 13). Principals and assistant principals rated the principal's

Table 13

Ranking of Principal's School & Community Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
<u>Principal Responsibilities</u>				
Liaison School Board – Principal				
1 (4.05)	1 (4.08)	1 (3.99)	1 (4.07)	2 (4.03)
News & Press Releases – Principal				
2 (4.00)	2 (4.01)	2 (3.99)	2 (3.95)	1 (4.07)
School/Community Relations – Principal				
3 (3.64)	3 (3.68)	3 (3.55)	3 (3.68)	3 (3.59)
Administrative Representative to Community Functions – Principal				
4 (3.50)	4 (3.51)	4 (3.47)	4 (3.50)	4 (3.49)
Administrative Representative to School Functions – Principal				
5 (3.41)	5 (3.44)	5 (3.35)	5 (3.44)	5 (3.38)

Note: Valid listwise n=613, principals n=427, assistant principals n=185, elementary n=354, and secondary n=258.

responsibilities as a liaison to the school board ($\underline{M} = 4.05$, $\underline{SD} = .88$), developing news and press releases ($\underline{M} = 4.00$, $\underline{SD} = 1.00$), and fostering school and community relations ($\underline{M} = 3.64$, $\underline{SD} = .71$) as their top functions (Table 13). Lower in the ranking were the principal's responsibilities for representing the school at community functions ($\underline{M} = 3.50$, $\underline{SD} = .70$) and at school functions ($\underline{M} = 2.78$, $\underline{SD} = .87$). The ranking of secondary

Table 14

Ranking of Assistant Principal's School and Community Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (\underline{M})	Rank (\underline{M})	Rank (\underline{M})	Rank (\underline{M})	Rank (\underline{M})
Assistant Principal Responsibilities				
Administrative Representative to School Functions – AP				
1 (3.12)	1 (3.08)	1 (3.20)	1 (3.11)	1 (3.14)
School and Community Relations – AP				
2 (3.00)	2 (2.95)	2 (3.08)	2 (3.02)	2 (2.96)
Administrative Representative to Community Functions – AP				
3 (2.94)	3 (2.93)	3 (2.98)	3 (2.96)	3 (2.93)
Liaison to School Board – AP				
4 (2.21)	4 (2.18)	4 (2.25)	5 (2.19)	4 (2.23)
News & Press Releases – AP				
5 (2.10)	5 (2.12)	5 (2.06)	4 (2.20)	5 (1.98)

Note: Valid listwise n=574, principals n=371, assistant principals n=202, elementary n=320, and secondary n=253

principals and assistant principals placed news and press releases ($\underline{M} = 4.07$, $\underline{SD} = .97$) before liaison to the school board in responsibility ($\underline{M} = 4.03$, $\underline{SD} = .85$); however, the difference was not statistically significant. By contrast, the difference between the mean ratings of principals and assistant principals was significant in the area of school and community relations ($t(620) = \pm 2.09$, $p < .50$), even though it did not change its third-place aggregate rank (Table 13). Principals perceived this area as more important in their rating of responsibilities ($\underline{M} = 3.68$, $\underline{SD} = .71$) than did assistants ($\underline{M} = 3.55$, $\underline{SD} = .70$).

The assistant principal's activities were also consistently ranked (Table 14). Only two activities produced significant differences in the mean rating of the assistant principal's school and community activities. The first was the assistant principal's responsibility as the administrative representative to school functions. Both principals and assistant principals ranked this responsibility first; however, assistant principals rated this area significantly higher in responsibility ($t(595) = \pm 2.29$, $p < .05$) than did principals. The other significant difference involved how elementary and secondary principals viewed news and press releases. Elementary respondents rated this area significantly higher than did their secondary counterparts ($t(580) = \pm 2.53$, $p < .05$).

Perceptions of Principals and Assistant Principals Concerning Student Activities

The principal's role in student activities was ranked consistently by principals and assistant principals (Table 15). The mean ranking for both principals and assistant principals was the same for the top three student activities: (1) Supervising Student Activity Accounts ($\underline{M} = 3.55$, $\underline{SD} = 1.28$), (2) Supervising Student Activities ($\underline{M} = 2.95$, $\underline{SD} = .80$), and (3) Supervising Athletic Activities ($\underline{M} = 2.80$, $\underline{SD} = .90$) (Table 15).

Elementary and secondary respondents ranked the principal's and assistant principal's role in student activities differently. The ranking of the elementary principals' and assistant principals' scores showed that supervising athletic activities ($\underline{M} = 2.36$, $\underline{SD} = 1.10$) occupied a lower position than supervising and arranging non-athletic events ($\underline{M} = 2.73$, $\underline{SD} = .99$). Secondary principals and assistant principals ranked the supervision of

Table 15

Ranking of Principal's Student Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (\underline{M})	Rank (\underline{M})	Rank (\underline{M})	Rank (\underline{M})	Rank (\underline{M})
Principal Responsibilities				
Supervise Activity Accounts – Principal				
1 (3.55)	1 (3.51)	1 (3.65)	1 (3.36)	1 (3.81)
Supervise Activities – Principal				
2 (2.95)	2 (2.96)	2 (2.91)	2 (2.96)	3 (2.92)
Supervise Athletics Activities– Principal				
3 (2.80)	3 (2.79)	3 (2.83)	4 (2.66)	2 (2.98)
Arrange Non-Athletic Activities – Principal				
4 (2.72)	4 (2.73)	4 (2.71)	3 (2.73)	4 (2.72)
Arrange Athletics Activities – Principal				
5 (2.37)	5 (2.36)	5 (2.39)	5 (2.36)	5 (2.38)

Note: Valid listwise n=588, principals n=409, assistant principals n=178, elementary n=332, and secondary n=255.

athletic events significantly higher than did their elementary counterparts ($t(594) = \pm 4.65, p < .05$ two-tailed) (equal variance not assumed in this calculation). The other significant difference in the rankings of elementary and secondary principals was supervision of activity accounts. Both groups ranked this student activity first; however, secondary principals' and assistant principals' ratings were significantly higher than those of their elementary counterparts ($t(605) = \pm 4.32, p < .05$ two-tailed).

Table 16

Ranking of Assistant Principal's Student Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Assistant Principal Responsibilities				
Supervise Activities – AP				
1 (3.15)	1 (3.16)	1 (3.14)	1 (3.19)	1 (3.11)
Arrange Non-Athletic Activities– AP				
2 (3.00)	2 (3.12)	3 (2.77)	2 (3.13)	3 (2.83)
Supervise Athletic Activities – AP				
3 (2.98)	3 (3.01)	2 (2.94)	3 (2.94)	2 (3.03)
Arrange Athletic Activities – AP				
4 (2.44)	4 (2.67)	4 (1.99)	4 (2.70)	4 (2.09)
Supervise Activity Accounts – AP				
5 (2.25)	5 (2.44)	5 (1.88)	5 (2.50)	5 (1.91)

Note: Valid listwise $n=570$, principals $n=372$, assistant principals $n=197$, elementary $n=317$, and secondary $n=252$.

The mean ranking of the assistant principal's student activities is again consistent across the factors analyzed (Table 16). The assistant principal was perceived by the respondents as the person most responsible for supervision of student activities ($\underline{M} = 3.15$, $\underline{SD} = .71$). Second in the aggregate ranking of the assistant principal's student activity responsibilities was the arrangement of non-athletic activities ($\underline{M} = 3.00$, $\underline{SD} = 1.03$), followed by supervision of student athletics ($\underline{M} = 2.98$, $\underline{SD} = .90$). However, assistant principals and secondary respondents ranked supervising athletics second and arranging non-athletic activities third. Assistant principals and secondary principal and assistant principals viewed the responsibility of the assistant principal in supervising athletics and arranging non-athletic activities as significantly less important than did principals and elementary respondents ($t(385) = \pm 3.93$, $p < .05$ two-tailed) and ($t(541) = \pm 3.52$, $p < .05$ two-tailed) respectively (equal variance is not assumed). Supervision of student activity accounts was ranked last in the assistant principal's student activities (Table 16).

The variance in means in two other areas showed a statistically significant difference. The first was the arrangement of student athletic events. Assistant principals and secondary respondents rated their responsibility in this activity as minor ($\underline{M} = 1.88$, $\underline{SD} = .93$) ($\underline{M} = 1.91$, $\underline{SD} = 1.03$). However, principals and elementary respondents rated student athletic events significantly higher ($t(577) = \pm 6.43$, $p < .05$ two-tailed) and ($t(576) = \pm 5.58$, $p < .05$ two-tailed) respectively. The other activity that produced a significant difference was the assistant principal's responsibility for student activity accounts. Again, assistant principals and secondary respondents rated the assistant's responsibility in these activities significantly less than did principals and elementary

respondents ($t(584) = \pm 5.50, p < .05$ two-tailed) and ($t(583) = \pm 6.46, p < .05$ two-tailed) respectively.

Perceptions of Principals and Assistant Principals Concerning Student Personnel

Activities

Ranking of student personnel activities by principals and assistant principals presented more variability among the respondent groups than did the other activity categories. The aggregate ranking of mean scores for all the respondents relative to the principal's student personnel responsibilities follows: student orientation ranked highest ($M = 3.24, SD = .87$); second, maintenance of student records ($M = 2.98, SD = 1.03$); third, updating student handbooks ($M = 2.92, SD = .91$); and fourth, student assistant programs ($M = 2.90, SD = .96$). The activities in which the principal was perceived to be least involved were cafeteria supervision ($M = 2.67, SD = .81$) and student attendance ($M = 2.66, SD = .93$) (Table 17).

The principals' perceptions of their roles differed from that of the aggregate ranking and significantly differed from how assistant principals viewed the principal's role in student personnel issues. One particularly noticeable difference in the mean scores of principals and assistant principals was for student discipline. The principals' rating of responsibility for student discipline ($M = 2.91, SD = .92$) was significantly higher ($t(618) = \pm 6.31, p < .05$ two-tailed) than the ratings given by assistant principals ($M = 2.42, SD = .81$). The perception of elementary respondents toward student discipline ($M = 2.98, SD = .91$) was more closely associated with the perception of principals, and the perception of secondary respondents ($M = 2.48, SD = .84$) was more closely related to that of

Table 17

Ranking of Principal's Student Personnel Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Principal Responsibilities				
Student Orientation – Principal				
1 (3.24)	1 (3.34)	1 (3.01)	1 (3.28)	1 (3.19)
Maintenance of Student Records – Principal				
2 (2.98)	2 (3.12)	3 (2.65)	4 (2.97)	2 (3.00)
Update Student Handbook – Principal				
3 (2.92)	4 (3.01)	2 (2.71)	5 (2.96)	3 (2.87)
Student Assistance Program – Principal				
4 (2.90)	3 (3.04)	5 (2.60)	2 (3.14)	6 (2.59)
Hallway Supervision – Principal				
5 (2.78)	6 (2.84)	4 (2.65)	6 (2.82)	4 (2.72)
Student Discipline – Principal				
6 (2.77)	5 (2.91)	7 (2.42)	3 (2.98)	8 (2.48)
Cafeteria Supervision – Principal				
7 (2.67)	8 (2.74)	6 (2.51)	8 (2.70)	5 (2.63)
Student Attendance – Principal				
8 (2.66)	7 (2.80)	8 (2.33)	7 (2.76)	7 (2.52)

Note: Valid listwise n=586, principals n=409, assistant principals n=1767, elementary n=334, and secondary n=251.

assistant principals. The disparity in the rating of student discipline was less evident when the perceptions of principals and assistant principals who had at least one assistant were viewed. Elementary principals with at least one assistant ($\underline{M} = 2.81$, $\underline{SD} = .68$) perceived their role in student discipline as greater than did secondary principals with one assistant ($\underline{M} = 2.46$, $\underline{SD} = .69$). Elementary assistant principals also perceived elementary principals as more responsible for discipline ($\underline{M} = 2.56$, $\underline{SD} = .54$) than did their secondary counterparts ($\underline{M} = 2.39$, $\underline{SD} = .62$).

Results pertaining to perceptions of the principal's role in student attendance were similar to those for discipline (Table 17). Principals rated the principal's responsibility for attendance higher ($\underline{M} = 2.80$, $\underline{SD} = .94$) than did assistant principals ($\underline{M} = 2.33$, $\underline{SD} = .84$), a statistically significant difference ($t(614) = \pm 5.81$, $p < .05$ two-tailed). Elementary respondents rated the principal's role in student attendance higher ($\underline{M} = 2.76$, $\underline{SD} = .95$) than did secondary respondents ($\underline{M} = 2.52$, $\underline{SD} = .90$). Unlike the results for student discipline, there was only a minor change in the respondents' scores when the variable of student attendance was studied in relation to the number of assistants. For example, elementary principals with at least one assistant rated their role in student attendance higher ($\underline{M} = 2.84$, $\underline{SD} = .83$) than did secondary principals with one assistant ($\underline{M} = 2.61$, $\underline{SD} = .83$).

Mean scores from a low of 2.86 to a high of 3.64 on student personnel activities indicates that the principal had at most a shared responsibility for the duty, whereas assistant principals were perceived as having a much greater role in these activities (Table 18). The top four responsibilities of the assistant principal in student personnel are

Table 18

Ranking of Assistant Principal's Student Personnel Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Assistant Principal Responsibilities				
Student Discipline – AP				
1 (3.76)	1 (3.64)	1 (3.98)	1 (3.58)	1 (3.99)
Student Attendance – AP				
2 (3.58)	2 (3.57)	2 (3.60)	2 (3.49)	2 (3.70)
Hallway Supervision – AP				
3 (3.42)	3 (3.37)	5 (3.50)	4 (3.39)	4 (3.46)
Cafeteria Supervision – AP				
4 (3.39)	4 (3.33)	4 (3.51)	3 (3.42)	6 (3.36)
Student Assistance Program – AP				
5 (3.34)	6 (3.22)	3 (3.56)	6 (3.19)	3 (3.53)
Update Student Handbook – AP				
6 (3.33)	5 (3.27)	6 (3.46)	5 (3.29)	5 (3.39)
Student Orientation – AP				
7 (3.07)	7 (3.02)	7 (3.15)	7 (3.07)	7 (3.06)
Maintenance of Student Records – AP				
8 (2.85)	8 (2.86)	8 (2.82)	8 (2.91)	8 (2.76)

Note: Valid listwise n=567, principals n=368, assistant principals n=198, elementary n=314, and secondary n=252

perceived to be (1) student discipline ($M = 3.76$, $SD = .66$), (2) student attendance ($M = 3.58$, $SD = .86$), (3) hallway supervision ($M = 3.42$, $SD = .69$), and (4) cafeteria supervision ($M = 3.39$, $SD = .81$). Maintenance of student records $M = 2.85$, $SD = .92$) was the area ranked lowest on the list of the assistant principal's pupil personnel responsibilities.

Assistant principals tended to rate their role in pupil personnel activities slightly higher than did principals. This phenomenon was most noticeable with student discipline, which was the top-rated activity among assistant principals ($M = 3.98$, $SD = .70$). Principals recognized student discipline as an important responsibility of the assistant principal ($M = 3.64$, $SD = .61$); however, they rated it as significantly less important ($t(377) = \pm 5.82$, $p < .05$ two-tailed) (equal variance not assumed) than did assistant principals.

Viewing the assistant principal's responsibilities from the perspective of the elementary and secondary respondents reveals a similar situation. Secondary principals and assistant principals rated the role of the assistant principal in student discipline and attendance significantly higher than did elementary principals and assistant principals ($t(577) = \pm 7.96$, $p < .05$ two-tailed) (equal variance not assumed) and ($t(592) = \pm 2.99$, $p < .05$ two-tailed) respectively.

A significant difference was also found between elementary and secondary principals and assistant principals as a group in regard to responsibility for student assistance programs ($t(592) = \pm 2.99$, $p < .05$ two-tailed) (equal variance not assumed). This difference needs to be viewed cautiously since elementary schools in Pennsylvania were not required to operate a student assistance team at the time of this research.

Table 19

Ranking of Principal's Curriculum & Instruction Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Principal Responsibilities				
Master Schedule – Principal				
1 (3.90)	1 (3.95)	1 (3.77)	1 (3.85)	1 (3.96)
Building Curriculum – Principal				
2 (3.74)	2 (3.79)	2 (3.63)	3 (3.69)	2 (3.83)
In-service Programs – Principal				
3 (3.66)	3 (3.75)	3 (3.45)	2 (3.75)	4 (3.55)
Student Scheduling – Principal				
4 (3.57)	4 (3.63)	4 (3.43)	4 (3.57)	3 (3.56)
Textbook Selection – Principal				
5 (3.29)	5 (3.38)	6 (3.10)	6 (3.28)	5 (3.31)
Federal Programs – Principal				
6 (3.20)	6 (3.18)	5 (3.24)	5 (3.30)	6 (3.07)
Homebound Instruction – Principal				
7 (2.85)	8 (2.88)	7 (2.78)	8 (2.79)	7 (2.93)
Alternative Education – Principal				
8 (2.81)	7 (2.92)	8 (2.56)	7 (2.83)	8 (2.79)
Homeschooling – Principal				
9 (2.76)	9 (2.85)	9 (2.55)	9 (2.78)	9 (2.75)

Note: Valid listwise n=578, principals n=403, assistant principals n=174, elementary n=329, and secondary n=248.

Comments received from the respondents indicated that elementary principals and assistant principals answered this question based on their involvement with instructional support teams, which have a slightly different function. Not having a student assistant program, some respondents based their answers on how they would envision sharing the duties if they were to initiate an elementary student assistance program.

Perceptions of Principals and Assistant Principals Concerning Curriculum and Instruction Activities

Curriculum and instruction activities were rated highest for the principal. The top principal activities were (1) the master schedule ($M = 3.90$, $SD = .91$), (2) building curriculum ($M = 3.74$, $SD = .80$), (3) in-service programs ($M = 3.66$, $SD = .88$), and (4) scheduling ($M = 3.57$, $SD = 1.02$). These four top-rated activities were ranked the same by principals and assistant principals. At the bottom of the ranking were the principal's responsibilities with alternative education programs ($M = 2.81$, $SD = 1.12$) and homeschooling activities ($M = 2.76$, $SD = 1.33$) (Table 19).

Principals tended to rate their involvement in curriculum and instruction activities higher than did assistant principals. In seven of the ten activities, this difference was statistically significant. The number one activity of principals, building and working with the master schedule ($M = 3.95$, $SD = .87$), was rated .18 higher by principals than by assistants ($M = 3.77$, $SD = .98$). This mean difference was significant ($t(319) = \pm 2.17$, $p < .05$ two-tailed) (equal variance not assumed).

Elementary and secondary respondents ranked the principal's role in curriculum and instruction similarly. A couple of interesting differences in the perceptions of elementary and secondary principals and assistant principals were noticed. The first was with teacher in-service activities. Elementary respondents ($M = 3.75$, $SD = .82$) ranked

Table 20

Ranking of Assistant Principal's Curriculum & Instruction Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Assistant Principal Responsibilities				
Alternative Education – AP				
1 (2.83)	1 (2.87)	1 (2.76)	2 (2.76)	1 (2.93)
Student Scheduling – AP				
2 (2.62)	2 (2.66)	4 (2.55)	1 (2.77)	4 (2.43)
Master Schedule – AP				
3 (2.58)	5 (2.50)	2 (2.71)	4 (2.64)	2 (2.50)
Building Curriculum – AP				
4 (2.57)	4 (2.56)	3 (2.59)	3 (2.65)	3 (2.46)
Home Bound Instruction – AP				
5 (2.48)	3 (2.62)	7 (2.21)	5 (2.59)	6 (2.32)
In-service Programs – AP				
6 (2.48)	7 (2.47)	5 (2.49)	6 (2.55)	5 (2.38)
Textbook Selections – AP				
7 (2.40)	8 (2.44)	6 (2.31)	8 (2.51)	7 (2.25)
Homeschooling – AP				
8 (2.31)	6 (2.48)	8 (1.98)	7 (2.52)	8 (2.03)
Federal Programs – AP				
9 (2.11)	9 (2.19)	9 (1.96)	9 (2.28)	9 (1.89)

Note: Valid listwise n=550, principals n=378, assistant principals n=204, elementary n=329, and secondary n=256.

teacher in-service programs second, and secondary respondents ranked it fourth ($\underline{M} = 3.55$, $\underline{SD} = .96$), which was a statistically significant difference ($t(503) = \pm 2.67$, $p < .05$ two-tailed) (equal variance not assumed). Managing federal programs was the second area in which elementary principals and assistant principals had, based on the survey, a significantly greater responsibility ($t(514) = \pm 2.12$, $p < .05$ two-tailed) (equal variance not assumed). Building curriculum was the one area in curriculum and instruction for which secondary principals and assistant principals had a significantly higher mean rating than did the elementary principals and assistant principals ($t(566) = \pm 2.15$, $p < .05$ two-tailed) (equal variance not assumed).

According to mean scores, the assistant principal's role in curriculum and instruction was not as great as the principal's (Table 20). One trend, however, was different from what was observed in the other categories studied. In the previous groups of activities, it was observed that an item that was high on the principals' ranking of responsibilities was low on the assistant principals' ranked list and vice versa. In curriculum and instruction, however, many of the activities listed high on the principals' list were also ranked high on the assistant principals' list. The top assistant principal's activities were (1) alternative education programs ($\underline{M} = 2.83$, $\underline{SD} = 1.08$), (2) student scheduling ($\underline{M} = 2.62$, $\underline{SD} = .94$), (3) building the school's master schedule ($\underline{M} = 2.58$, $\underline{SD} = .94$), and (4) building curriculum ($\underline{M} = 2.57$, $\underline{SD} = .82$). The activities that received the lowest rating were homeschooling ($\underline{M} = 2.31$, $\underline{SD} = 1.18$) and federal programs ($\underline{M} = 2.11$, $\underline{SD} = .98$) (Table 20).

The assistant principal's responsibilities related to curriculum and instruction revealed a few significant mean differences. Building the master schedule, an activity ranked second by assistant principals ($\underline{M} = 2.71$, $\underline{SD} = 1.01$), was perceived by principals

to be fifth ($M = 2.50$, $SD = .90$) as a role of the assistant principal; this difference was significant ($t(592) = \pm 2.61$, $p < .05$ two-tailed). Principals perceived a greater responsibility for the assistant principal's involvement in homebound education and homeschooling than did assistant principals. This difference was statistically significant ($t(438) = \pm 4.24$, $p < .05$ two-tailed) and ($t(431) = \pm 5.10$, $p < .05$ two-tailed respectively) (equal variance not assumed in either calculation).

Elementary respondents rated the assistant principal's role in curriculum and instruction higher than did their secondary counterparts (Table 20). The mean rating in each assistant principal activity with the exception of alternative education was higher for elementary respondents than for secondary respondents. The three activities with the greatest mean difference were homeschooling ($t(575) = \pm 5.23$, $p < .05$ two-tailed), federal programs ($t(573) = \pm 4.92$, $p < .05$ two-tailed), and student scheduling ($t(522) = \pm 4.33$, $p < .05$ two-tailed) (equal variance not assumed in calculations).

Perceptions of Principals and Assistant Principals Concerning School Management Activities

The data reveal that the principal is the person most responsible for school management (Table 21). The principal's school management activities included (1) supervision of building expenditures ($M = 4.25$, $SD = .80$), (2) creation of the school budget ($M = 4.17$, $SD = .84$), (3) supervision of building construction and renovations ($M = 3.73$, $SD = 1.13$), and (4) supervision of maintenance and custodial staff ($M = 3.44$, $SD = 1.01$). At the bottom of the ranked list were the use of facilities ($M = 3.16$, $SD = 1.27$) and student transportation ($M = 2.54$, $SD = 1.07$).

Table 21

Ranking of Principal's School Management Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Principal Responsibilities				
Supervision Building Expenditures – Principal				
1 (4.25)	1 (4.23)	1 (4.30)	1 (4.25)	1 (4.26)
School Budget – Principal				
2 (4.17)	2 (4.13)	2 (4.26)	2 (4.14)	2 (4.21)
Building Construction – Principal				
3 (3.73)	3 (3.76)	3 (3.45)	3 (3.80)	3 (3.63)
Maintenance & Custodial Staff – Principal				
4 (3.44)	4 (3.46)	4 (3.40)	4 (3.49)	4 (3.37)
Emergency/Safety Management – Principal				
5 (3.37)	5 (3.44)	6 (3.22)	5 (3.41)	5 (3.33)
School Calendars – Principal				
6 (3.25)	6 (3.31)	7 (3.12)	6 (3.28)	7 (3.22)
Use of Facilities – Principal				
7 (3.16)	7 (3.08)	5 (3.35)	7 (3.09)	6 (3.26)
Student Transportation – Principal				
8 (2.54)	8 (2.63)	8 (2.32)	8 (2.62)	8 (2.42)

Note: Valid listwise n=574, principals n=380, assistant principals n=205, elementary n=335, and secondary n=255

There was not much disparity in the principals' and assistant principals' perceptions of the principal's role in school management activities. The ranked mean scores for the top four activities were the same on both lists (Table 21). There were three activities for which the principals' and assistant principals' ratings varied enough to be statistically significant. The first duty was emergency and safety management, which included fire drills, severe weather emergencies, and intruder alert procedures. Principals rated this activity somewhat higher ($M = 3.44$, $SD = 1.00$) than did assistant principals ($M = 3.22$, $SD = .98$), which was statistically significant ($t(612) = \pm 2.46$, $p < .05$ two-tailed). The scheduling and use of facilities was another activity that assistant principals perceived as a more important ($M = 3.35$, $SD = 1.31$) principal role than did principals ($M = 3.08$, $SD = 1.25$), another significant mean difference ($t(608) = \pm 2.41$, $p < .05$ two-tailed). The last area for which the assistant principals' rating was significantly different than the principals' was with student transportation ($t(307) = \pm 3.22$, $p < .05$ two-tailed) (equal variances not assumed).

Based on the perceptions of the elementary and secondary principals' and assistant principals' view of the role of the principal, it was again noticed that the list was consistent with the aggregate rating. However, a discrepancy existed between elementary and secondary responses similar to what was found when reviewing principals' and assistant principals' perceptions of the role of the principal in managing the use of facilities. Secondary principals and assistant principals viewed their role in facility management as much greater ($M = 3.26$, $SD = 1.34$) than did elementary principals and assistant principals ($M = 3.09$, $SD = 1.22$).

Table 22

Ranking of Assistant Principal's School Management Activities with the Ranked Perceptions of Principals/Assistant Principals and Elementary/Secondary Administrators

Personnel Activities	Principal	AP	Elementary	Secondary
Aggregate Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)	Rank (<u>M</u>)
Assistant Principal Responsibilities				
Emergency/Safety Management – AP				
1 (3.02)	2 (3.00)	1 (3.06)	2 (3.05)	1 (2.98)
Student Transportation – AP				
2 (2.86)	1 (3.03)	2 (2.53)	1 (3.07)	2 (2.59)
Use of Facilities – AP				
3 (2.58)	3 (2.84)	5 (2.25)	3 (2.83)	4 (2.39)
Maintenance & Custodial Staff – AP				
4 (2.53)	4 (2.54)	3 (2.51)	4 (2.56)	3 (2.49)
School Calendar – AP				
5 (2.46)	5 (2.52)	4 (2.36)	5 (2.53)	5 (2.37)
Building Construction – AP				
6 (2.15)	6 (2.18)	6 (2.08)	6 (2.15)	6 (2.14)
School Budget – AP				
7 (2.04)	7 (2.09)	7 (1.96)	7 (2.14)	7 (1.92)
Supervision of Building Expenditures – AP				
8 (1.95)	8 (1.99)	8 (1.87)	8 (2.02)	8 (1.86)

Note: Valid listwise n=553, principals n=385, assistant principals n=209, elementary n=335, and secondary n=255

The assistant principal's role in school management activities was somewhat more erratic across the independent variables (Table 22). The top assistant principal's responsibilities in school management were (1) emergency and safety management ($M = 3.02$, $SD = .93$), (2) student transportation ($M = 2.86$, $SD = 1.14$), (3) scheduling the use of the facilities ($M = 2.64$, $SD = 1.21$), and (4) supervision of maintenance and custodial staff ($M = 2.53$, $SD = .89$). At the bottom of the assistant principals' list were school budget ($M = 2.04$, $SD = .80$) and supervision of building expenditures ($M = 1.95$, $SD = .81$), which were on the top of the principals' rating (Table 22).

When viewing the assistant principal's role, principals and assistant principals rated only two activities with mean differences that were statistically significant. These activities are compared by comparing the principals' and assistant principals' responses with those of the elementary and secondary respondents. Student transportation was perceived by principals to be a more important responsibility of the assistant principal ($M = 3.03$, $SD = 1.04$) than assistant principals considered it to be; the latter rated their own responsibility $M = 2.53$, $SD = 1.23$ ($t(365) = \pm 4.93$, $p < .05$ two-tailed (equal variances not assumed)). A very similar difference was also observed when viewing the ratings of elementary and secondary respondents. Elementary respondents rated the assistant principal's role in student transportation higher ($M = 3.07$, $SD = 1.07$) than did the secondary respondents ($M = 2.59$, $SD = 1.16$) ($t(525) = \pm 5.06$, $p < .05$ two-tailed) (equal variances not assumed).

The same sort of relationship was apparent when viewing the difference in rankings for scheduling the use of the facilities. Principals' mean rating ($M = 2.84$, $SD = 1.20$) was significantly higher than that of the assistant principals ($M = 2.25$, $SD = 1.14$) ($t(589) = \pm 5.77$, $p < .05$ two-tailed). Similarly the elementary respondents' rating ($M =$

2.83, $SD = 1.21$) was significantly higher than the secondary respondents' ($M = 2.39$, $SD = 1.17$) ($t(588) = \pm 4.41$, $p < .05$ two-tailed).

Chapter Summary

The researcher distributed 1113 surveys to principals and assistant principals in 171 school districts in western Pennsylvania Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28. A total of 656 (59%) surveys were returned, with 211 (68%) received from assistant principals and 445 (55%) from principals. In the sample population, the typical principal and assistant principal were male Caucasians between the ages of 45 and 54. However, there were 3.8% more female assistant principals and 22.1% younger assistant principals than principals. The average respondent held a master's degree, and 88 (19.7%) principals and 25 (11.9%) assistant principals had doctorates. Only two principals and six assistant principals in the survey population had no classroom experience; however, 155 (35.3%) principals had never been assistant principals. Overall, principals were more experienced than assistant principals, with the average principal in the 21 to 30 years of service category. The majority of assistant principals had less than 20 years of total service. Additionally, it was discovered that school size was positively correlated ($r = .68$) to the number of assistant principals assigned to the building (Table 23).

The null hypothesis –

H_0 : Principals and assistant principals perceive that programs in educational administration are greater than or equal to important in preparing graduates for the role of the assistant principalship –

was accepted with an independent sample t-test result of $t(644) = \pm 117.22$, $p < .05$. In fact, the average principal felt that university certification training was “Very Important” in the preparation of assistant principals. The four training activities listed on the survey

were ranked based on the mean score derived from a 5-point scale, with (5) being extremely important and (1) not important. The resulting ranked scores were (1) classroom experience, (2) university certification, (3) post-university training, and (4) workshops/conferences/in-service training.

Courses in graduate programs for the certification of assistant principals were also examined to determine which courses were perceived by the survey population as most important. The highest mean scores were obtained for courses in school law, student discipline, leadership, and supervision of instruction. Courses in the Foundations of Education were ranked last in importance. A number of factors such as age, gender, ethnicity, and teaching experience were found to affect the perceptions of respondents relative to the importance of various graduate courses in educational administration. Instructional strategies used in conjunction with courses and programs were also examined as part of the survey. The respondents rated these activities in the following order: (1) interpersonal skills, (2) principal mentoring programs, (3) stress management, (4) simulated problems/role-playing, (5) cohort groups, (6) student presentations, and (7) lecture.

In the final section of chapter 4, the results of the survey on the roles of the principal and assistant principal were explored. Principals and assistant principals rated their role responsibility and their counterpart's responsibility in six areas: personnel, school and community, student activities, pupil personnel, curriculum and instruction, and school management. A five-point rating scale was used to rate each activity with (1) for no responsibility through (5) for sole responsibility. Activities that rated high on the responsibility scale for principals, such as supervision of activity accounts, were for the most part rated lower on the assistant principal's scale and vice versa. Overall, there was

a great deal of consistency between how principals and assistant principals viewed their roles and each other's roles.

Some of the personnel activities that were rated high for principals by principals and assistant principals were the following: recommending and hiring staff, supervising and evaluating classified staff, and supervising and evaluating professional staff. For assistant principals the personnel activities ranked highest were updating teacher handbooks, hiring and securing substitute teachers, and supervising and evaluating professional staff.

In the area of school and community activities, the principals were rated high by the principals and assistant principals as a liaison to the school board, preparing news and press releases, and school and community relations. The assistant principals were ranked high in administrative representative to school functions, school and community relations, and administrative representative to community functions.

In the area of student activities, principals were ranked high by the principals and assistant principals in supervising activity accounts and supervising athletic and non-athletic activities. Assistant principals were also ranked high in supervising athletic and non-athletic activities.

In the area of student personnel activities, principals were rated high by principals and assistant principals in student orientation, maintaining student records, and updating student handbooks. Assistant principals were ranked high in the areas of student discipline, student attendance, and hallway and cafeteria supervision.

In curriculum and instruction, principals were rated high by principals and assistant principals in responsibility for the master schedule, building curriculum, and in-

service programs. Assistant principals were responsible for alternative education, student scheduling, and the master schedule.

In the last category, school management, the principals were rated high by principals and assistant principals in supervising of building expenditures, preparing the school budget, and building construction. Assistant principals were responsible for emergency and safety management, student transportation, and scheduling the use of the facilities.

The survey data reveal that principals and assistant principals are involved in every activity of school management. As perceived by the sample population of principals and assistant principals, the assistant principal's major responsibility is for pupil personnel, and the principal's major responsibility is for school management and curriculum and instruction.

CHAPTER V

Summary, Conclusions, and Recommendations

Summary

Introduction

This study examined the perceptions of principals and assistant principals in western Pennsylvania school districts located in Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28 on the importance of training programs for the assistant principalship (Appendix C). In 1997, it was estimated that there were more than 41,650 assistant principals in the nation's public elementary and secondary schools (Fiore & Curtin, p. 21). The role of the assistant principal has been increasing in importance since the late 1800s.

The literature recognizes the importance of the assistant principal as a support for building principals in managing students and programs. Austin and Brown (1970) identified routines such as overseeing attendance, monitoring discipline, directing student activities, and supervising hallways and events as duties of assistant principals. Marshall (1992) indicated that many schools have adopted a management team philosophy within which principals and assistant principals work together, sharing responsibilities. Other authors, including Gross, Shapiro, and Meehan (1980); Clements (1980); Panyako and LeRoy (1987); Calabrese (1991); and Bush (1997), have recognized the unique contribution of assistant principals to the administration of public schools. Yet, a relatively small number of dissertations, articles, and research specifically address the role of the assistant principal.

According to Murphy (1992, 1993), much of what is taught in educational administration courses was determined in the 1950s. Cooper and Boyd (1987) described

the curriculum model used in educational administration preparation programs, beginning in the 1950s, as the “One Best Model” (p. 3). The model was “state controlled, closed to nonteachers, mandatory for all those entering the profession, university based, credit driven, and certification bound” (p. 3). Changes are being made to the “One Best Model” based on the work of the Danforth Foundation (Milstein & Associates, 1992) and researchers Silver (1987); Bridges (1992); Murphy, (1992, 1993); and Haller, Brent, and McNamara (1997). Proposed changes include longer internships up to a year in length, school-based mentoring programs with university-trained mentors, and greater reliance on problem-based curriculum.

The assistant principal was scarcely mentioned in these discussions even though much of what assistant principals deal with in the day-to-day management of the school has remained the same since the 1940s (Marshall, 1992a). Of the 22 programs studied by Milstein and Associates (1993), the only mention of the assistant principalship was by program reviewers at the University of Alabama who recognized the need to upgrade their program “. . . to encompass the unique role requirements of the assistant principal” (p. 56).

Problem Statement

Austin and Brown’s (1970) landmark research on the assistant principalship was the first to recognize that assistant principals were inadequately trained for the position. The theme of inadequate pre-service training activities for assistant principals has been repeated in the literature (Greenfield, 1985; Marshall, 1992; and Murphy, 1992). In 1994, Hartzell, Williams, and Nelson stated that “as much as new assistant principals are not sufficiently prepared through teaching experiences for what goes on in the office, neither

are they adequately prepared through course work at the university” (p. 18). Hartzell et al. further explained that “universities prepare aspiring administrators to become principals, not assistant principals” (p. 18).

This study was designed to determine the importance that principals and assistant principals in western Pennsylvania placed on their university training in educational administration for the position of the assistant principal. If the role of assistant principal is different from that of the principal in degree and level of responsibility, then it is important for those involved in the establishment of university educational administration programs and state licensure to consider the needs of assistant principals in designing and approving training programs. This study will help inform those bodies about the perceptions of principals and assistant principals in western Pennsylvania concerning educational administration preparation programs and the principal’s and assistant principal’s roles in the school.

Research Procedures

The perceptions of western Pennsylvania principals and assistant principals in Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28 were gathered via a survey designed to evaluate the following two research questions (Appendix C):

1. Do principals and assistant principals believe that assistant principals receive relevant training for the assistant principalship from within their graduate school preparation programs in educational administration?
 - a. What programs, content, experiences, or individuals do assistant principals credit with providing the most important preparation for the assistant principalship?

- b. Do variables such as years' teaching experience, age, race, present position, gender, or educational institution attended have a bearing on perceptions of principals and assistant principals regarding training activities, courses, and pedagogy for the assistant principalship?
2. What duties and responsibilities are most closely associated with the role of the Pennsylvania assistant principal and how do they relate to those of the principal?

Additionally, to test research question 1 the null hypothesis was constructed:

H₀: Principals and assistant principals perceive that programs in educational administration are greater than or equal to important in preparing graduates for the role of the assistant principalship.

The survey questionnaire was designed in three sections to address the research questions. Data were collected in the following areas: (a) demographic information, which included questions on present position and university preparation program attended, (b) information that clarified the assistant principals' perceptions of the quality of their graduate training for entry into the assistant principalship, and (c) information that differentiated the roles of principal and assistant principal. The survey items were based on a review of the literature.

Description of Sample and Data Collection

The survey was distributed by mail to elementary and secondary principals and assistant principals in Intermediate Units 1, 2, 3, 4, 5, 6, 7, 27, and 28 located in the western one-third of Pennsylvania school districts (Appendix B). A total of 1113 surveys were sent to 309 assistant principals and 804 principals. A return rate of 59% was

achieved, with 211 (68%) responses from assistant principals and 445 (55%) from principals.

Data Analysis

The survey data were analyzed using descriptive techniques, ANOVAs, the Scheffé post hoc procedure, and independent sample t-tests were used. In addition, a Pearson correlation and chi-square test were used to measure relationships between school size and number of assistants. Tables display mean ranking of principals' and assistant principals' perceptions of role responsibilities. The tables also present comparisons of the perceptions of principals and assistant principals as well as elementary and secondary respondents on their roles and degree of responsibilities.

Each dependent variable describing the principals' perceptions of graduate training programs was tested to determine where there was a statistically significant difference based on demographic variables. Statistically significant relationships were reported. Data on the role of the assistant principal were analyzed in relation to the types and degree of responsibility the respondents attributed to the principal's and assistant principal's roles.

Conclusions

Descriptive Data – Demographic Characteristics

The average survey respondent was male, Caucasian, and 45 – 54 years old. Seventy-eight percent held a master's degree, and 51.7 % had had 6 to 15 years of classroom experience before becoming an administrator. Thirty five percent of the principals had never been an assistant principal. Principals had more total years of educational experience, with between 21 and 30 years of service, whereas the average

Table 23

Profile of the Typical Assistant Principal and Principal in Western Pennsylvania

Variable	Assistant Principal	Principal
Age	45 – 54 (44.8%)	45 – 54 (60.5%)
Gender	Male (66.2%)	Male (70.0%)
Race/Ethnicity	Caucasian (94.4%)	Caucasian (94.8%)
Degree	Masters Degree (82.9%)	Masters Degree (76.7%)
Years' Classroom Teaching	6 – 15 (50.7%)	6 – 15 (52.1%)
Years as an Assistant Principal	1 – 5 (44.9%)	1 – 5 (60.5%)
Years in Education	21 – 30 (35.7%)	21 – 30 (54.5%)
Building Enrollment	500 – 1000 (59.1%)	500 – 1000 (50.6%)

assistant principal had less than 20 years of service. It was also found that 59.8% of schools with 500 to 1000 students had at least one assistant principal. As student population rose above 1000, additional assistant principals were employed (55.2%) (Table 23).

Demographically, the sample population of principals and assistant principals in this research does not follow the pattern found by Austin and Brown (1970). Austin and Brown (1970) reported that half or more of their assistant principals were less than 45 years of age. The sample population in this research was slightly older, with only 44% of the assistant principals younger than 45 years of age. Another difference between the two studies can be seen in the highest degree attained by the principals and assistant

principals. In 1970, Austin and Brown reported that only 6% of principals and 2% of assistant principals held doctorate degrees. The sample population of this research from western Pennsylvania indicated that 11.9% of the assistant principals and 19.7% of the principals held doctorates.

This sample population from western Pennsylvania also varied from what was reported for all of Pennsylvania by Fiore and Curtin (1998) in the National Center for Educational Statistics (NCES) 1993/94 school data report. Based on the figures reported in the NCES document, the number of female administrators in Pennsylvania was 26.5 % in 1993/94 (Fiore & Curtin, 1998). In the sample population of this study, the number of female administrators was 203, or 31.2%. The sample population also had a smaller number of minority respondents than what NCES reported for Pennsylvania. The sample population was only 5.4% minority, as compared to 10.4% reported by Fiore and Curtin (1998).

Analysis of Research Questions

The first research question addressed in this study was: Do principals and assistant principals believe that assistant principals receive relevant training for the assistant principalship from their graduate school preparation programs in educational administration? This question was examined using a hypothesis to test the perceptions of the population. The null hypothesis used was

H₀: Principals and assistant principals perceive that programs in educational administration are greater than or equal to important in preparing graduates for the role of the assistant principalship.

The null hypothesis was based on the assumption that practitioners would perceive their university training programs were not important in training new administrators for the position of assistant principal. This hypothesis was based on the review of the literature (Austin & Brown, 1970; Greenfield, 1985; Hartzell, Williams, & Nelson, 1994; Marshall, 1992; Murphy, 1992), which expressed concern that assistant principals were not being properly trained for the duties that they would encounter on the job. The null hypothesis was accepted. Principals and assistant principals perceive that programs in educational administration are greater than or equal to important in preparing graduates for the role of the assistant principalship . Principals and assistant principals ranked university certification programs second behind classroom teaching experience as an important training activity for the assistant principalship. It could be posited that although university training is important, there are also other training activities that are important for preparation of the assistant principal's role.

Two secondary questions related to Research Question 1 were designed to clarify the respondents' perceptions of the relevance of university certification training programs. The first asked what programs, content, experiences, or individuals assistant principals credited as providing the most important training for the assistant principalship. The second of these clarifying questions examined variables that influenced the perceptions of principals and assistant principals on training activities, courses, and pedagogy for the assistant principalship. The variables included years' teaching experience, age, race, present position, gender, and educational institution attended.

Classroom teaching experience was perceived by the sample population to be the most important factor for the preparation of the assistant principal. University administration certification programs; post-university training; and workshops, conferences, and in-service programs followed in ranked order of importance (Table 6). When variables of gender, elementary or secondary principals, elementary or secondary assistant principals, and building size were used, a statistically significant difference in mean scores was found for university programs. Gender and building size were also statistically significant. However, the difference between the means did not change the activity's rank position. Nor did it change the principals' or assistant principals' positive perception of these activities. The respondents considered all training activities very important in the preparation for the role of assistant principal.

The results of this research indicate the importance of considering specific course and curriculum requirements when universities develop programs in educational administration that include the training of assistant principals. The western Pennsylvania sample population rated courses in school law and student discipline as extremely important. This rating is understandable since student discipline was the number one student personnel duty assigned to assistant principals. Courses in leadership, supervision of instruction, school and community relations, internships and field experiences, curriculum development, personnel administration, computer applications, student activity management, school finance, and psychology of learning were also rated as very important. The lowest rated courses were human growth and development and foundations courses; yet, these were still rated important when the mean ratings were rounded to the nearest whole number. The factors of gender, age, and number of

assistants in the building had an effect on perceptions toward several of the courses. The statistical mean difference slightly affected the ranking of the courses; however, it had little or no effect on how the courses were rated.

The sample population was asked to rate instructional strategies used for curriculum delivery within educational administration programs. The perceptions of principals and assistant principals of the importance of instructional strategies were significant considering what Silver (1987) identified as the fundamental difficulty in providing continuing education:

. . . the instructional program is almost always separate and distinct from the actual working life of the practitioner. The training experience is always set apart, in other words, from the practitioner's on-the-job responsibilities, not only in location but also in content and degree of relevance. All those seeking to improve practitioners' knowledge and skills face the perpetual problem of transference from training setting to the work situation.

The problem is particularly acute in continuing education for the professions because the situations professional practitioners encounter are unpredictable, immensely complex, and fraught with uncertainties. The contents of training experiences are at once more abstract and more simplistic than the situations faced by the practitioner on the job. And the difficulty is further confounded by the impossibility of assessing the extent to which training program content is carried over to the work situation. (p. 67)

The data suggest that principals and assistant principals favored strategies most closely related to situations or problems they encountered in their daily routine. This is consistent with what would be expected (Silver, 1987).

Respondents rated seven instructional strategies used in educational administration programs. The highest rated strategy was the development and use of interpersonal skills. Principal-mentoring programs, stress management, simulated problems and role-playing, and the use of cohort groups were rated as very important. Student presentations and lecture were rated as important. Ashe, Haubner, and Troisi (1991) found that for training assistant principals lecture was only minimally or moderately effective in its ability to develop skills.

The use of descriptive statistics to analyze programs, courses, and instructional strategies helped to increase understanding of the data. Due to the small variation in obtained scores from one activity to the next, charting the rank of each activity in tables produced a clearer depiction of the principals' and assistant principals' perceptions. For example, school law and student discipline courses were at the top of the ranked list; these areas were perceived as much more important than foundations courses.

Research Question 2 examined the duties and responsibilities that were most closely associated with the roles of Pennsylvania assistant principals. Principals and assistant principals were asked to respond to items in the same six categories for both the role of the principal and the role of the assistant principal. These categories were "Personnel Activities, School and Community Relations, Student Activities, Student Personnel, Curriculum and Instruction, and School Management" (Appendix B). Principals were asked to rate the duties in each of the categories based on their own

degree of responsibility for the duty as well as the assistant principal's level of responsibility. Assistant principals were asked to rate the degree of the principal's responsibility and the assistant principal's responsibility for each duty.

The results indicate that assistant principals in western Pennsylvania were involved in every school task. No duties were rated as the "Sole Responsibility" of either the principal or the assistant principal. The most frequent response given to the duties listed in this section was "Equally Shared Responsibility." These results are quite similar to what Austin and Brown (1970) found in their research. They reported ". . . that assistant principals rather generally are caught up in practically all aspects of the administrative processes of their schools, the extent of their penetration is by no means uniform, either from activity to activity or from school to school" (p. 34).

Implications

This study focused on determining the perceptions of principals and assistant principals in western Pennsylvania on the importance of university certification preparation programs for the role of the assistant principalship. The research results can be used to inform the field of educational administration—first, by recording the principal's and assistant principal's roles and responsibilities; second, by using the perceptions of principals and assistant principals to develop and improve university educational administration training programs.

Some implications are the following:

1. University educational administration programs are still the best medium to provide training for the assistant principalship. Principals and assistant principals value educational administration programs as extremely important for the training

of assistant principals. However, this perception could change quickly if universities do not follow Murphy's (1992) advice and recognize the importance of connecting theory to practice. The new Pennsylvania certification standards contain continuing-education requirements that are causing other organizations such as the Pennsylvania Association of Elementary and Secondary School Principals (PAESSP) to take an interest in principal training. To maintain the support that universities presently command in principal training, university programs will need to compete with these other programs to attract and meet the needs of aspiring administrators. Training that provides new administrators with the skills necessary for success in the entry-level administrative position, typically the assistant principalship, will provide a competitive edge.

The most recent National Council for Accreditation of Teacher Education (NCATE) Advanced Educational Leadership Guidelines (EDLEA) for NCATE-accredited schools do not address the assistant principalship (National Policy Board for Educational, Administration for the Educational Leadership Constituent Council, 1995). This raises the question as to whether universities are in a position to competition with alternative educational administration programs specifically designed to meet the needs of the practitioner.

2. University educational administration programs should emphasize activities that are related to the assistant principal's responsibilities. Assistant principals are responsible for student discipline, attendance, supervision of the building, arranging and supervising activities, and student scheduling. However, traditional

educational administration programs provide few opportunities to help students gain knowledge and skills in these areas.

The survey results establish the need to address skills that are most closely associated with the assistant principal's role. For instance, courses such as school law or student discipline—the courses most aligned with the assistant principal's duties—were the courses most highly rated by principals and assistant principals. This is an indication that practitioners were looking for experiences to improve their skill performance. Although separate courses to address each of these skill areas may not be possible or practical, the topics could be addressed through inclusion in course syllabuses, elective courses, and/or field experiences and internships.

3. The best way to receive training in the skills necessary for the role of the assistant principalship is through mentoring programs, internships, and field experiences. Principals and assistant principals rated these methods and courses as very important parts of the assistant principal's training. This recommendation is supported by Milstein and Associates (1993); Murphy (1993); Marshall (1992a); Ashe, Haubner, and Troisi (1991); and Silver (1987).

The establishment of longer, more in-depth internships does create problems for institutions trying to educate adult continuing-education students who are working full-time jobs (Silver, 1987). Two serious considerations are (a) time for the student to handle the responsibilities of an extended internship while holding a full-time job and (b) time for university personnel to provide adequate mentoring of students involved in the internship. However, the need remains to

connect theory with practice and to place a greater emphasis on skill-based instruction (Murphy & Hallinger, 1987). Longer internships and field experiences, with university-trained mentors to monitor the process, are the best ways to provide the assistant principal with the needed training.

4. The universality of the EDLEA guidelines (National Policy Board for Educational, Administration for the Educational Leadership Constituent Council, 1995) and this research raises the question of whether university departments of educational administration are at all concerned about specialized training for the assistant principalship. Despite the literature and research suggesting that universities are not meeting the needs of the assistant principal, little change has taken place in the curriculum of university educational administration programs (Hartzell, Williams, & Nelson, 1994; Marshall, 1992a; Murphy, 1992; and Greenfield, 1985). Considering that more than 64% of the western Pennsylvania principals were assistant principals before becoming principals, the position served as the entry-level administrative position. Therefore, its importance and the need for appropriate training should be recognized and addressed.
5. The average age and years of experience of western Pennsylvania administrators raise concern about future administrative shortages. Thomas Shivetts, executive director of the Pennsylvania Association of Elementary and Secondary Principals (PAESSP), has addressed the concern about administrative shortages with Pennsylvania legislators, school boards members, superintendents of schools, and university personnel for several years (1999). This research appears to confirm those concerns, with 71.4% of principals and assistant principals having over 30

years of educational service, and 71.2% being over age 45. Austin and Brown (1970) found that “. . . half or more of the assistant principals are no older than 45” (p. 29). This research found that 56.2% of the responding western Pennsylvania assistant principals are over age 45. Here lies a problem. How and from what source should future assistant principals be recruited? And, what role should university training in educational administration play?

Suggestions for Further Research

This research on the assistant principalship focused on the perceptions of principals and assistant principals concerning the importance of their training for the position of assistant principal. Further research focusing on assistant principals’ personal feelings of preparedness for the position should be considered. In other words, did they feel adequately prepared by their university educational administration training to assume the role of the assistant principal? What areas did they feel inadequately prepared to take on?

This research attempted to define the role and responsibilities of western Pennsylvania principals and assistant principals. More research is needed to determine congruency between the role of the assistant principal and specific information presented within the curriculum of educational administration courses. Examining alignment of skills needed for the job with the content of courses taught in educational administration could be very enlightening.

This study focused on the perceptions of kindergarten through grade 12 public school principals and assistant principals within the sample area. The data collected could support further research on the differing perceptions of elementary, middle-level, or

secondary assistant principals on their role and responsibility. The data could be further categorized to include only respondents in schools with an assistant principal assigned. Additionally, research questions could be expanded to investigate the perceptions of female assistant principals relative to the job of the assistant principal.

Finally, this research was administered only to principals and assistant principals in western Pennsylvania. The sample area included rural, suburban, and urban school districts. This study could be replicated in other geographical locations to compare results from one area to another.

A related area is the question of who, how, and to what extent teacher mentoring programs are administered in Pennsylvania. Teacher mentoring programs were not rated high in the ranking of principal or assistant principal duties. This raises questions about who is responsible and how important is teacher mentoring programs? Should this important activity in teacher induction be more closely supervised or monitored by the principal or assistant principal?

Chapter Summary

This chapter focused on a review of the research questions posed to determine the perceptions of principals and assistant principals in western Pennsylvania on the importance of preparation programs for the role of the assistant principal. Assistant principals were selected as the subject of this study because of the few scholarly materials written on the topic. The problem investigated was principals' and assistant principals' perceptions of the quality of their university preparation for the assistant principalship.

The study found that principals and assistant principals believe that university certification programs were a very important part of their training. The only area rated

higher was classroom experience. Included in the evaluation of the university educational administration training programs was an investigation of the courses found most important for the preparation of assistant principals. Courses such as school law, student discipline, and leadership topped the list, while psychology and foundations courses were rated at the bottom.

Included with the study was an investigation of the roles of the principal and assistant principal in western Pennsylvania. The findings of this investigation suggest that assistant principals and principals have duties for which each takes a major role, but both are involved in almost every aspect of school operation. Principals are most responsible for school management, curriculum and instruction, school and community relations, and personnel activities. Assistant principals take on a greater role in student discipline, attendance, updating teacher and student handbooks, supervising and arranging athletic and non-athletic events, cafeteria supervision, student assistant programs, student orientation, alternative education programs, student transportation, emergency and safety plans, and student activities. These findings are consistent with other research in the field though changes from the 1970s were observed.

The implications of this study are that:

1. University educational administration programs are still the best medium on which to provide training for the assistant principalship.
2. University educational administration programs should emphasize activities that are related to the assistant principal's responsibilities.

3. The best way to receive training in the skills necessary for the role of the assistant principalship is through mentoring programs, internships, and field experiences.
4. This research raises the question of whether university departments of educational administration are at all concerned about training for the assistant principalship.
5. The average age and years of experience of western Pennsylvania administrators raise concern about future administrative shortages.

If the role of assistant principal is different from that of the principal in degree and level of responsibility, then it is important for those involved in the establishment of university educational administration programs to consider the needs of the assistant principals in designing and approving training programs.

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APPENDIX A

HUMAN SUBJECTS APPROVAL LETTER



Youngstown State University / One University Plaza / Youngstown, Ohio 44555-0001

January 26, 1999

Dr. Reene Alley
Mr. David C. Pietro
Department of Educational Administration,
Research and Foundations
UNIVERSITY

Dear Dr. Alley and Mr. Pietro:

The Human Subjects Research Committee has reviewed your protocol, HSRC#41-99, "Descriptive Study Based on a Survey Designed to Assess the Perceptions of Western Pennsylvania Principals," and determined that it is exempt from review based on a DHHS Category 2 exemption.

Any changes in your research activity should be promptly reported to the Human Subjects Research Committee and may not be initiated without HSRC approval except where necessary to eliminate hazard to human subjects. Any unanticipated problems involving risks to subjects should also be promptly reported to the Human Subjects Research Committee. Best wishes in the conduct of your study.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric Lewandowski'.

Eric Lewandowski
Administrative Co-chair
Human Subjects Research Committee

cc:ECL

Celebrating
YSU
30 Years
as a State University

APPENDIX B

SURVEY

The Perceptions of Western Pennsylvania Principals and Assistant Principals on the Quality of Their University Training for the Position of Assistant Principal.

Part I: Demographic Information

- | | |
|--|--|
| <p>1. University/college where Assistant Principal or Principal certification was received?
_____</p> <p>_____</p> <p>_____</p> <p>2. Other Administrative Training
_____</p> <p>_____</p> <p>_____</p> <p>(Please be specific)</p> <p>3. Age
 <input type="checkbox"/> a. 25-34
 <input type="checkbox"/> b. 35-44
 <input type="checkbox"/> c. 45-54
 <input type="checkbox"/> d. 55 and over</p> <p>4. Sex
 <input type="checkbox"/> a. Male
 <input type="checkbox"/> b. Female</p> <p>5. Race/Ethnicity
_____</p> <p>(Please specify)</p> <p>6. Highest Degree Earned
 <input type="checkbox"/> a. BA or BS
 <input type="checkbox"/> b. MA or MS
 <input type="checkbox"/> c. Ed.D or Ph.D.
 <input type="checkbox"/> d. Other</p> <p>7. PA Administrative Certification
(Check all that apply)
 <input type="checkbox"/> a. Administrative I
 <input type="checkbox"/> b. Administrative II
 <input type="checkbox"/> c. Elementary Principal
 <input type="checkbox"/> d. Secondary Principal
 <input type="checkbox"/> e. Assistant Principal
 <input type="checkbox"/> f. Superintendent's Letter
 <input type="checkbox"/> g. Other (Be Specific)</p> | <p>8. Years as Classroom Teacher
 <input type="checkbox"/> a. none
 <input type="checkbox"/> b. 1-5
 <input type="checkbox"/> c. 6-15
 <input type="checkbox"/> d. 16 or over</p> <p>9. Years as Assistant Principal
 <input type="checkbox"/> a. none
 <input type="checkbox"/> b. 1-5
 <input type="checkbox"/> c. 6-15
 <input type="checkbox"/> d. 16 or over</p> <p>10. Total Years as an Educator
 <input type="checkbox"/> a. 5-10
 <input type="checkbox"/> b. 11-20
 <input type="checkbox"/> c. 21-30
 <input type="checkbox"/> d. over 30</p> <p>11. Enrollment of current school
 <input type="checkbox"/> a. Under 500
 <input type="checkbox"/> b. 500-1000
 <input type="checkbox"/> c. 1001-1500
 <input type="checkbox"/> d. Over 1500</p> <p>12. My present position
 <input type="checkbox"/> a. Principal
 <input type="checkbox"/> b. Assistant Principal</p> <p>13. Current Grades Supervised
_____</p> <p>(Please specify)</p> <p>14. Building Organization (e.g., Senior High, Junior/Senior High, Junior High, Middle School, or Elementary)
_____</p> <p>(Please specify)</p> <p>15. Number of Assistant Principals in this school
 <input type="checkbox"/> a. 0
 <input type="checkbox"/> b. 1
 <input type="checkbox"/> c. 2
 <input type="checkbox"/> d. 3 or more</p> |
|--|--|

NOTE: Please duplicate this survey for any principals or assistant principals in this building that did not receive a copy.

Part II: Respondent's Perceptions on the Quality of Graduate Training Programs for the Position of Assistant Principal.

Please respond to questions 16 – 18 by selecting the number that best describes your perceptions of each item's importance in the training of an ASSISTANT PRINCIPAL.

- 5 = Extremely Important
 4 = Very Important
 3 = Important
 2 = Not Very Important
 1 = Not Important

16. How important is each of the following training activities in preparation of an **ASSISTANT PRINCIPAL**?
- a. University Administrative Certification Program
 - b. Post University Training Programs (NASSP/NAESP Assessment Centers, Principal Academies, Professional Development, Others)
 - c. Classroom Teaching
 - d. Workshops/Conferences/In-service Activities
17. What is the importance of each group of graduate courses in the preparation of an **ASSISTANT PRINCIPAL**?
- a. Leadership
 - b. Foundations (History, Philosophy, and Theoretical Foundations of Education)
 - c. Personnel Administration
 - d. School Law
 - e. School Finance
 - f. School Community Relations
 - g. Internships and/or Field Experiences
 - h. Human Growth and Development
 - i. Psychology of Learning
 - j. Supervision of Instruction
 - k. Curriculum Development
 - l. Computer Application (Word Processing, Spreadsheet, Data Base Applications, Internet, E-mail)
 - m. Activity Management
 - n. Student Discipline
18. What is the importance of each of these activities, whether taught as a separate course or integrated within a course, in the preparation of an **ASSISTANT PRINCIPAL**?
- a. Lecture
 - b. Student presentations
 - c. Simulated problems, role-play activities
 - d. Principal mentoring programs
 - e. Cohort (a group of students going through an Ed. Admin. program together)
 - f. Interpersonal skills (communication, crisis management/intervention, conflict resolution, mediation)
 - g. Stress management

Part III: An Investigation of the Assistant Principal's Role.

On questions 19 – 24, please **RESPOND TO BOTH** the principal's and assistant principal's role. *Principals answer for your role and your perception of the assistant's role. Assistants likewise answer for yourself and your perception of the principal's role.*

Respond to the lists of duties as they are assigned in your school by selecting the number

- | | | |
|---|---|-------------------------------|
| 5 | = | Sole responsibility |
| 4 | = | Major responsibility |
| 3 | = | Equally shared responsibility |
| 2 | = | Minor responsibility |
| 1 | = | No responsibility |

that best describes the principal's and assistant principal's participation in each activity. **If there is no assistant assigned to the building, answer the questions based on how you would use an assistant if one were available.**

19. Personnel Activities

Principal	Assistant Principal	
_____	_____	Supervision and evaluation of classified staff
_____	_____	Supervision and evaluation of professional staff
_____	_____	Teacher induction
_____	_____	Teacher duty schedule (creating, assigning, supervising)
_____	_____	Substitute teachers (securing, supervision, evaluation)
_____	_____	Student teachers (assigning, working with university supervisor)
_____	_____	Recommending and hiring staff
_____	_____	Updating teacher handbook
_____	_____	Other (please describe) _____

20. School/Community Relations.

Principal	Assistant Principal	
_____	_____	School/Community relations
_____	_____	Administrative representative at community functions
_____	_____	Administrative representative at school functions
_____	_____	News and press releases
_____	_____	Liaison to school board
_____	_____	Other (please describe) _____

21. Student Activities

Principal	Assistant Principal	
_____	_____	Arrange student athletic events
_____	_____	Supervise student athletic events
_____	_____	Arrange other student activities (non-athletic, such as dances and clubs)
_____	_____	Supervise student activities
_____	_____	Supervise student activity accounts
_____	_____	Other (please describe) _____

22. Student Personnel

	Assistant Principal
Principal	

5 = Sole responsibility
 4 = Major responsibility
 3 = Equally shared responsibility
 2 = Minor responsibility
 1 = No responsibility

_____	_____	Student discipline
_____	_____	Student attendance
_____	_____	Student orientation
_____	_____	Hallway supervision
_____	_____	Cafeteria supervision
_____	_____	Student Assistance Program (SAP Team)
_____	_____	Maintaining student records
_____	_____	Updating student handbook
_____	_____	Other (please describe) _____

23. Curriculum and Instruction

	Assistant Principal
Principal	

_____	_____	Teacher In-service programs
_____	_____	Supervision of federal programs
_____	_____	Building curriculum
_____	_____	Textbook selection
_____	_____	Home education (Homeschooling)
_____	_____	Homebound education
_____	_____	Alternative education programs
_____	_____	Creation of the school master schedule
_____	_____	Student scheduling
_____	_____	Other (please describe) _____

24. School Management

	Assistant Principal
Principal	

_____	_____	Creation of school budget
_____	_____	Supervision of the building expenditures
_____	_____	Scheduling the use of the facilities by outside groups
_____	_____	Emergency/Safety management (fire drills, severe weather, intruder alert procedures)
_____	_____	Supervision of building construction/renovation
_____	_____	Supervision of maintenance/custodial staff
_____	_____	School calendars
_____	_____	Student transportation
_____	_____	Other (please describe) _____

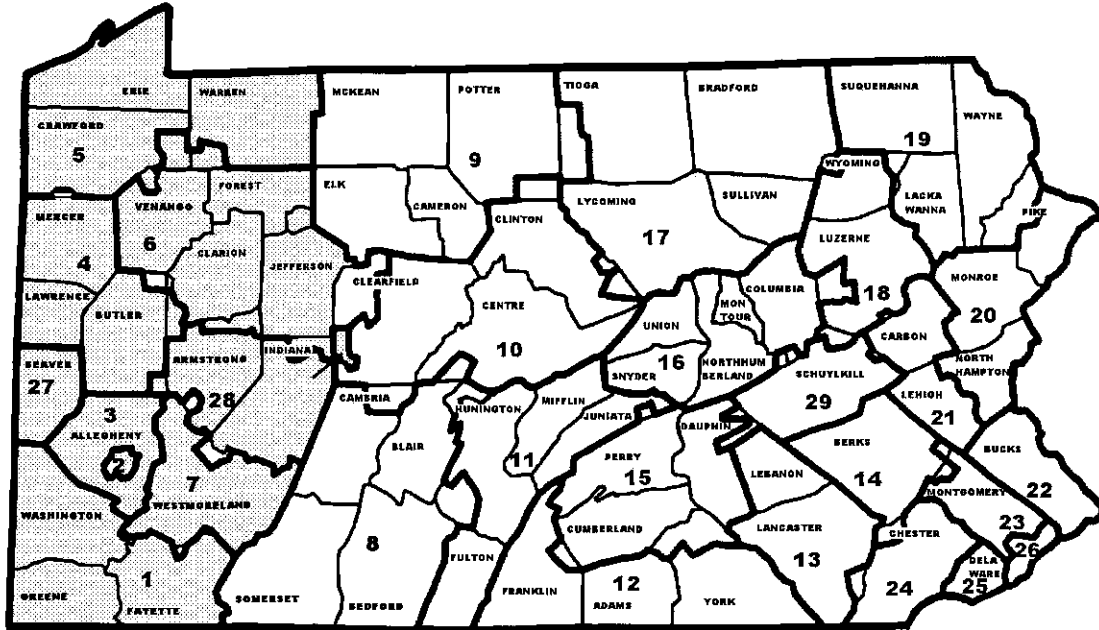
Please Return Survey To:

**David C. Pietro
 307 Turnpike Street
 Beaver Falls, PA 15010**

APPENDIX C

PENNSYLVANIA ASSOCIATION OF INTERMEDIATE UNITS
AND COUNTIES

PENNSYLVANIA ASSOCIATION OF INTERMEDIATE UNITS AND COUNTIES



Intermediate Unit #1

Pittsburgh-Mt. Oliver I.U. #2

Allegheny Intermediate Unit #3

Midwestern Intermediate Unit #4

Northwest Tri-County I.U. #5

Riverview Intermediate Unit #6

Westmoreland Intermediate Unit #7

Appalachian Intermediate Unit #8

Seneca Highland Intermediate Unit #9

Central Intermediate Unit #10

Tuscarora Intermediate Unit #11

Lincoln Intermediate Unit #12

Lancaster-Lebanon Intermediate Unit #13

Berks County Intermediate Unit #14

Capital Area Intermediate Unit #15

Central Susquehanna I.U. #16

Blast Intermediate Unit #17

Luzerne Intermediate Unit #18

Northeastern Educational I.U. #19

Colonial Intermediate Unit #20

Carbon-Lehigh Intermediate Unit #21

Bucks County Intermediate Unit #22

Montgomery County Intermediate Unit #23

Chester County Intermediate Unit #24

Delaware County Intermediate Unit #25

Philadelphia Intermediate Unit #26

Beaver Valley Intermediate Unit #27

Arin Intermediate Unit #28

Schuylkill Intermediate Unit #29

NOTE: Highlighted area on map and bold-faced text represent area surveyed.

APPENDIX D

LETTER TO PRINCIPALS & ASSISTANT PRINCIPALS



New Brighton Area Middle School

901 PENN AVENUE, NEW BRIGHTON, PENNSYLVANIA 15066 • PHONE (412) 846-8100

DAVID C. PIETRO
PRINCIPAL

January 29, 1999

«Title» «FirstName» «LastName», «JobTitle»
«Company»
«Address1»
«City», PA «PostalCode»

Dear «Title» «LastName»:

Your participation is requested in a survey to determine the role of assistant principals and the effectiveness of principal certification programs in the training of assistant principals. The data will provide those individuals responsible for the training of assistant principals in western Pennsylvania with information about the effectiveness of their programs from a practitioner's viewpoint. The data collected on the role of the assistant principal should help those same decision-makers to determine how their programs can be structured to better meet the needs of practicing assistant principals.

Your survey has been coded for identification purposes; however, let me assure you that your individual responses will be kept confidential. No distribution or publication of individual responses will be made to educational institutions or any other source.

David C. Pietro, a middle school principal and doctoral student, is completing this study. It will be used for partial fulfillment of the dissertation requirements for the Doctoral Program at Youngstown State University. Dr. Reene Alley, Department of Educational Administration, is chair of the dissertation committee.

If you would like a summary of the results of this survey, please indicate that on your copy when it is returned. Please complete and return your survey by February 26, 1999. In the pilot study, most principals were able to complete the survey in less than 15 minutes. Remember each survey is important; the more responses, the more accurate the results. Thank you for your help and participation in this project.

Sincerely,

David C. Pietro

APPENDIX E

LETTER TO SUPERINTENDENTS



New Brighton Area Middle School

901 PENN AVENUE, NEW BRIGHTON, PENNSYLVANIA 15066 • PHONE (412) 846-8100

DAVID C. PIETRO
PRINCIPAL

January 29, 1999

«Title» «FirstName» «LastName», «JobTitle»
«Company»
«Address1»
«City», PA «PostalCode»

Dear «Title» «LastName»:

The participation of the principals and assistant principals in your district is requested in a survey to determine the role of assistant principals and the effectiveness of principal certification programs in the training of assistant principals. The data will provide those individuals responsible for the training of assistant principals in western Pennsylvania with information about the effectiveness of their programs from a practitioner's viewpoint. The data collected on the role of the assistant principal should help those same decision-makers to determine how their programs can be structured to better meet the needs of practicing assistant principals.

Your assistance in distributing the enclosed surveys to principals and assistant principals in your district would be greatly appreciated. If you have additional administrators who would like to participate in the survey additional copies can be requested by e-mail at dcpietro@prefer.net, by fax (724) 846-2337, or by telephone (724) 846-8100.

David C. Pietro, a middle school principal and doctoral student, is completing this study. It will be used for partial fulfillment of the dissertation requirements for the Doctoral Program at Youngstown State University. Dr. Reese Alley, Department of Educational Administration is chair of the dissertation committee.

Please distribute the survey so that it can be completed and return by *February 26, 1999*. Remember each survey is important the more responses the more accurate the results. Thank you for your help and participation in this project.

Sincerely,

A handwritten signature in cursive script that reads 'David C. Pietro'. The signature is fluid and matches the printed name below it.

David C. Pietro