UNLV | UNIVERSITY LIBRARIES

1-1-1988

A profile of the secondary principalship in the Clark County School District with recommendations for intra-district and district-university articulation

Roberta L Holton
University of Nevada, Las Vegas

Follow this and additional works at: https://digitalscholarship.unlv.edu/rtds

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

A profile of the secondary principalship in the Clark County School District with recommendations for intra-district and district-university articulation

Holton, Roberta L., Ed.D.

University of Nevada, Las Vegas, 1991

A PROFILE OF THE SECONDARY PRINCIPALSHIP IN THE

CLARK COUNTY SCHOOL DISTRICT

WITH RECOMMENDATIONS FOR

INTRA-DISTRICT AND DISTRICT-UNIVERSITY ARTICULATION

by

Roberta L. Holton

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Education

in
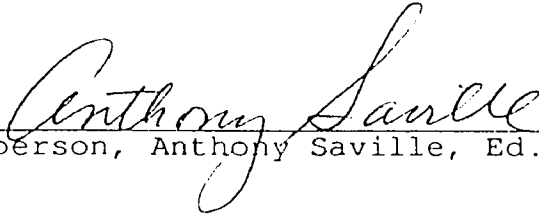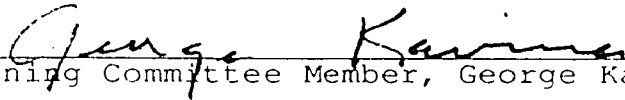
Educational Administration and Higher Education

Department of Educational Administration
and Higher Education
University of Nevada, Las Vegas
May, 1991
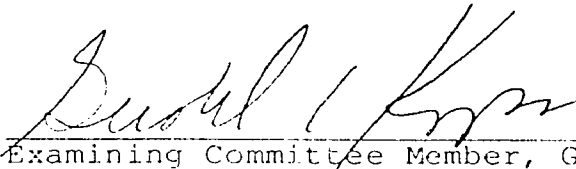
The dissertation of Roberta L. Holton for the degree of Doctor of Education in Educational Administration and Higher Education is approved.

_____
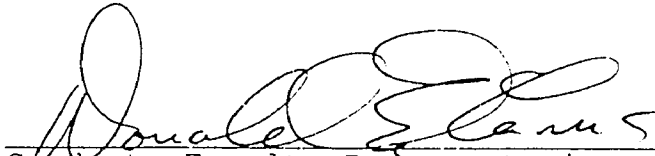
Chairperson, Anthony Saville, Ed. D.

_____
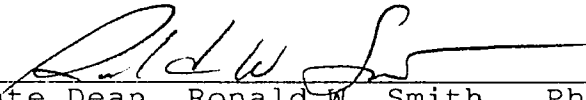
Examining Committee Member, George Kavina, Ed. D.

_____

Examining Committee Member, Gerald C. Kops, Ph. D., J. D.

_____

Graduate Faculty Representative, Donald E. Carns, Ph. D.

_____

Graduate Dean, Ronald W. Smith, Ph. D.

ABSTRACT

A Profile of the Secondary Principalship in the
Clark County School District
With Recommendations for
Intra-District and District-University Articulation

Roberta L. Holton
Ed. D.
University of Nevada, Las Vegas, 1991

The study described the principalship involving
perceptions of instruction, educational programs, and
assistant principals' responsibilities, in the secondary
schools of the Clark County School District.

Compared for similarities and differences between
junior and senior high C.C.S.D. principals, and a 1988
national survey of 716 high school administrators, the
resultant data was used to suggest training and educational
planning within the Clark County School District and the
University of Nevada, Las Vegas.

The research utilized descriptive statistics to profile
and compare Clark County School District secondary school
principals to the 1988 National Association of Secondary
School Principals survey, National Profile of High School
Leaders and Their Schools. The questionnaire was completed

by thirty-four of thirty-five secondary school principals in the Clark County School District, Nevada, in 1990.

Findings described problems relating to the principals' job related tasks. These included managing administrative detail and student behavior while developing shared decision making and long range planning. Principals wanted to spend time on program development and the aspects of personnel interaction but even with fifty-five hour work weeks they were hindered by constraints of apathetic parents and students, central office site control and detail demands, student population and facility space constraints, and state guidelines. Roadblocks included the size of student population and satisfaction with time devoted to the job. Local principals believed in teaching basics to children, yet felt a need to provide for positive self-concept as a readiness requirement so basic skills and critical reasoning could be taught. They believed good teachers have interpersonal skills, as well as subject matter knowledge, and a goodly portion of principal time should be spent in communicating with teachers. They foresaw student motivation, student attendance, teen psychological and substance problems, within a larger context of a changed family structure, as strongly affecting education in the near future. They desired increased parent and community involvement in the schools.

Consistency existed between the local principals in delegating responsibilities to assistant principals.

Acknowledgements

Sincere appreciation and affection is extended to Dr. Anthony Saville for his patience, humour, and guidance during this study. Appreciation is also extended to Dr. Donald Carns for his time and assistance. For their interest and encouragement, thank you to Dr. George Kavina, Dr. Gerald Kops, Dr. George Samson, and Dr. John Dettre.

To my husband, Skip Holton, this study is dedicated, with the understanding of the support, guidance and love you give to me with both your patience and your impatience. You are the wind beneath my wings.

Thank you also to Betsy Denson and Darlene Swierski for your support, friendship, and many long hours typing.

A concluding thank you to the secondary principals of the Clark County School District for their precious time and cooperation in this study. They have made me proud to be a part of this district.

Table of Contents

Tables

Figures

CHAPTER 1

Introduction

"The principal carries the office around with him or
her through at least 50% of the work day. . . . It is the
principal who gets around, who visits teachers in their
offices, who investigates areas of potential trouble, who
smooths the flow of messages from one area of the building
to another, who is on call and easily summoned by those
needing assistance" (Sergiovanni, 1987:15). Van Cleve
Morris wrote these words and Thomas Sergiovanni quoted them
in the book, The Principalship: A Reflective Practice
Perspective. In the same book, Sergiovanni quoted Abraham
Zaleznick's views on leadership, writing: "They [leaders]
are active instead of reactive, shaping ideas instead of
responding to them. Leaders adopt a personal and active
attitude toward goals. The influence a leader exerts in
altering moods, evoking images and expectations, and in
establishing specific desires and objectives determines the
direction a business takes. The net result of this
influence is to change the way people think about what is
desirable, possible, and necessary" (Sergiovanni, 1977).

The activity of the principal has affected the work of

the school, particularly through his or her teaching and

learning climate influences. Ernest L. Boyer wrote,

"Principals set the tone of schools (Pellicer, 1988:vii).

Jack McCurdy described strong principals as leaders who:

> . take initiative in identifying goals and articulating
> priorities for the school, [They] run the school
>
> . understand school's instructional program inside and
> out - make it 1st priority
>
> . spend about half their time in classrooms and
> hallways
>
> . care more for academic progress of students than
> collegial relationships with teachers and staff
>
> . handpick their own faculty members even when they
> fight bureaucracies or unions to do so
>
> . set standards in the form of high expectations for
> both teachers and students (McCurdy, 1983:14).

David L. Clark reviewed 97 studies of urban school

achievement and as reported by Jack McCurdy, came to these

conclusions: "Principals are crucial in determining school

success. Principals influence attitudes and motivation

towards a climate of school achievement. Successful schools

establish clear goals and carry out staff development as a

result of the principal's leadership (1983)." Contemporary

educational literature and educational research have

supported the principal as the leader, responsible for the

tone, the mission, the ethos, the direction, the success or

the failure of the individual school.

In The Effective Principal, Roland Barth and Terrence

E. Deal stated that principals are lonely. They did not

discuss much with their colleagues. They did not have time for a lot of reflection concerning their decisions. They were situated among teachers, parents, the community, and upper level administration. They did not view education as part of an academic community that is objective, rational, slow paced and future oriented. Rather, they saw education as intense, personal, present-oriented, hectic, and political. Principals viewed schools and their profession as a "kaleidoscope" rather than as an "erector set" (Barth, 1982).

Jack McCurdy further clarified the principalship by saying that in leadership, ". . . researchers almost uniformly meant a conscious effort to improve the quality of teaching, instruction, and the school - with student achievement as the No. 1 objective" (1983:9). "There was agreement on this critical point: "Principals are made, not born" (1983:6). The skills required for effective leadership have been identified and they can be learned.

William Greenfield favored an action research approach to build understanding of the principalship by principals. He thought principals needed to build a base for effective leadership as well as a general understanding of the actions and consequences of being a school principal. William Greenfield wrote, "Research that is problem centered can generate results having immediate, applied value to administrators. Collaboration between principals and researchers offers the possibility of evolving an agenda of

mutual interests that can produce results of short-term relevance to the needs of a particular school or district site, as well as results of longer-range salience to persons interested in understanding the work of school principals from a scientific perspective" (Barth, 1982:19).

The experiences, the skills, the tasks, the responsibilities, and the concerns of principals made up a knowledge base of descriptive data that could be used by principals and by educational researchers to further clarify the principalship and to give it direction. Both the 1978 and the 1988 National Association of Secondary School Principals (NASSP) profile reports of high school leaders refer to the "dynamic nature" of the principalship. The statement was made in 1978 and repeated in the 1988 profile that, "The principalship today is not the principalship of 1965, nor will it be the principalship of 1985." (Byrne, 1978 and Pellicer, 1988). This could be paraphrased: The principalship of today is not the principalship of a decade past nor the principalship of the future. "The outstanding principal, then, is one who is a student of people, of organization and management, and who, through a broad knowledge of education and its related fields, through comprehension of the theory and research, through an understanding of his or her own values, skills, and experiences, develops a set of principles which provides guidelines for actions" (Campbell, 1980:75).

Statement of the Problem

Purpose

It was the purpose of this study to describe the characteristics, opinions, and principalship roles involving instruction, educational programs, and the perceptions of assistant principals' responsibilities, of thirty-five principals in the secondary schools of the Clark County School District. These thirty-five cases included the total Clark County School District (C.C.S.D.) principals in the junior highs, senior highs, two occupational high schools and the alternative high school in the spring of 1990.

The resultant profiles were compared for similarities and differences among the junior high and senior high principals. For quantification purposes, the occupational and alternative high schools were grouped with the local senior high schools. The profiles were also compared for similarities, differences, and trends between C.C.S.D. secondary principals, and a 1988 NASSP national survey of 716 high school building level administrators. The resultant data, both quantitative from the questionnaire and qualitative from the principals' comments, was used as a basis for suggested training, suggested educational planning, suggested articulation within the Clark County School District, and, suggested articulation between the Clark County School District and the University of Nevada, Las Vegas.

Statement of the Problem

The following questions served as a basis for the collection and analysis of data:

1. What were the problems that interfered with the completion of job related tasks of C.C.S.D. secondary principals? (a) How did these results compare between junior high and senior high leaders? (b) How did these results compare to a national survey and validated study by the National Association of Secondary School Principals that included a majority of the same survey questions?

2. What were the views and beliefs of C.C.S.D. secondary principals on selected educational issues? (a) How did these compare between junior high and senior high leaders? (b) How did these compare to the national group in the NASSP study?

3. What were the principals' perceptions of assistant principals in the Clark County School District? (a) Was there a consistency among principals in delegating responsibilities to assistants? (b) How did the C.C.S.D. principals compare to the national group in delegating tasks and in their perceptions of assistant principals?

4. Based on the above comparisons and the administrators' recommendations: (a) What could the C.C.S.D. do to increase articulation among local secondary principals? (b) What could university personnel and school district personnel do, to answer the principals' concerns and training needs?

Hypotheses

The null hypotheses tested were:

1. There were no statistically significant differences at the 0.05 confidence level when comparing administrative responses to the questionnaire items between the local junior high principals and the local senior high principals.

2. There were no statistically significant differences at the 0.05 level confidence level among administrative responses to the questionnaire items from the local C.C.S.D. secondary principals when compared to the NASSP national sample of high school principals.

Need for the Study

In his book, The Principalship, A Reflective Practice Perspective, Thomas Sergiovanni listed the characteristics of successful principals:

1. Most did not intend to become principals. Most indicated that they had intended to teach, but were encouraged to become principals by their superiors.

2. Most expressed a sincere faith in children. Children were not criticized for failing to learn or for having behavioral difficulties. The principals felt that these were problems that the school was established to correct; thus the administrators emphasized their responsibilities toward the solution of children's problems.

3. They had an ability to work effectively with people and to secure their cooperation. They were proud of their teachers and accepted them as professionally dedicated and competent people. They inspired confidence and developed enthusiasm. The principals used group processes effectively; listened well to parents, teachers, and pupils; and appeared to have intuitive skill and empathy for their associates.

4. They were agressive in securing recognition of the needs of their schools. They frequently were critical

of the restraints imposed by the central office and of
the inadequate resources. They found it difficult to
live within the constraints of the bureaucracy; they
frequently violated the chain of command, seeking
relief of their problems from whatever sources that
were potentially useful.

5. They were enthusiastic as principals and accepted
their responsibilities as a mission rather than as a
job. They recognized their role in current social
problems. The ambiguities that surrounded them and
their work were of less significance than the goals
they felt were important to achieve. As a result, they
found it possible to live with the ambiguities of their
position.

6. They were committed to education and could
distinguish between long-term and short-term
educational goals. Consequently, they fairly well had
established philosophies of the role of education and
their relationship within it.

7. They were adaptable. If they discovered something
was not working, they could make the necessary shifts
and embark with some security on new paths.

8. They were able strategists. They could identify
their objectives and plan means to achieve them. They
expressed concern for the identification of the most
appropriate procedures through which change could be
secured (Sergiovanni, 1987:12).

In his use of the terms, "strategist," "adaptable," and

"agressive," in describing successful principals,

Sergiovanni realistically focused on some of the realities

of the principalship. Successful principals were active

people. They set the tone of the school. They were the

functional leaders at their schools, working on strategies,

adapting to but not bowing to regulations and change, and

agressively pursuing what was best for students and for

their staffs. Van Cleve Morris stated, "The Principalship

is a moving, dynamic occupation in almost a literal sense;

the rhythm of the job, from arrival at the parking lot to

the closing of the business day, is typified by pace and
movement, by frequent and abrupt shifts from one concern to
another, and by the excitement pervading any institution
dealing with young people. . . . The principal's job is
different from other managerial positions because it is
essentially an oral occupation, a job of talking. The
principal governs the school mostly by talking with other
people, usually one at a time, throughout the day"
(Sergiovanni, 1987:14).

Successful principals were active leaders, but they
were not born with the capacity to lead, nor the capacity to
be strategists. Successful principals, according to Bernard
Watson, must have learned to conceptualize. They may have
learned leadership theory, theories of social organization,
political processes, and theories of group dynamics, but
these theories did not give formula remedies for each
problem. Instead they must have had a knowledge base to
work from which they combined with their own experiences.
This gave what Charles Bidwell describes as a "structural
looseness" to the school system. The bottom line was that
principals devoted their energies to "seeing that teachers
are teaching and students are learning" (Erickson, 1979:43).
These energies needed to be situationally applied and yet
applied with a concern for consistency. Sergiovanni stated
that, "Reflective principals are in charge of their
professional practice" (1987). But principals did not have
adequate time for reflection or discussion (Barth, 1982).

John Buckley, in a 1982 report on secondary school heads in Europe, reported many of the same concerns that were prevalent in the United States. He described eight points concerning the head's role. The eight points were:

1. role increasing in complexity and scope

2. subject to increased pressures (both from inside and outside of school)

3. increased personal stress due to increased workload, isolation, lonliness

4. often have to devote more time to administrative tasks, less to educational tasks (contrary to wishes)

5. demands from many sources may be conflicting and confusing

6. job a frantic succession of disconnected activities

7. too little time for reflection and planning

8. as long as change continues, the principal's role will be emergent rather than stable.
(Buckley, 1985:168-69).

"The role of the principal has been in a state of change since it was first conceptualized as a clerical assistant and on-site manager to free the superintendent of a growing burden of on-site tasks" (Erickson, 1979:58). Current educational research provided some thoughts and concepts to practicing principals that may have aided their own reflection of their tasks and decisions. Situational, on-site research and content analysis of descriptive research led to administrative theory that could be generalized to other situations. On the other hand, individual "[s]ituational interactions are always so complex that any observation can have [true] meaning only in the

actual situation in which it occurred" (Guba, 1981:116).

> "Purely descriptive information about content,
> unrelated to other attributes of documents or to the
> characteristics of the sender or recipient of the
> message is of little value. . . . [R]esults take on
> meaning when we compare them with other attributes of
> the documents, with documents produced by other
> sources, with characteristics of the persons who
> produced the documents, or the times in which they
> lived, or the audience for which they were intended.
> Stated somewhat differently, a datum about
> communication content is meaningless until it is
> related to at least one other datum. . . . Thus all
> content analysis is concerned with comparison, the type
> of comparison being dictated by the investigator's
> theory" (Guba, 1981:5).

The National Association of Secondary School Principals
has analyzed and described high school leaders and their
schools through a series of three studies that began in the
early 1960's. Each study, roughly at ten year intervals,
gathered, organized, and presented then current descriptive
data followed by content analysis of certain aspects of the
principalship. William Greenfield described educational
research based on descriptive text as being "rich with data
about problems principals face and ways they respond to
these problems" (Barth, 1982:18). The research then gave
direction to efforts to identify the personalities, the
situational variables, and the relationships underlying
principal behaviors. This led to inservice training and
staff development which could be instrumental in introducing
new practices and developing skills of both practicing
principals who read the research as a needed foundation, as
well as giving a deeper "general understanding of the
antecedents, actions, and consequences of being a school

principal" to those training to be school administrators
(Barth, 1982:19).

The growth of the Clark County School District in the
past ten years has increased from a public school enrollment
of 86,927 in the 1979-80 school year to 106,843 in the 1989-
90 school year (Perkins, 1984 and C.C.S.D., 1990). Along
with increased enrollment comes increased staffing. In the
spring of 1990 there were thirty-five secondary school
building level principals in the Clark County School
District. This number was expected to increase as staffing
and school building numbers increased to meet the population
demands.

A descriptive, timely study of the Clark County School
District secondary building level principals provided
content analysis data that may have assisted the Clark
County School District during this period of rapid growth,
as well as further contributed, at least locally, to the
National Association of Secondary School Principals' base of
information profiling high school principals.

It was of value to repeat William Greenfield's views on
educational research: "Research that is problem centered
can generate results having immediate, applied value to
administrators. Collaboration between principals and
researchers offers the possibility of evolving an agenda of
mutual interests that can produce results of short-term
relevance to the needs of a particular school or district
site, as well as results of longer-range salience to persons

interested in understanding the work of school principals from a scientific perspective" (Barth, 1982:19).

Further, to provide additional support for the need of the study, Dr. Tim Harney, then Executive Director of Personnel in the Clark County School District gave his support to this study, viewed as a contribution to the planning base for future administrative staff selection and administrative staff training. Mr. Ray Morgan, Associate Superintendent of the Secondary Education Division, and Mr. Mark Lange, Director of Research and Development also were contacted to request their cooperation and support for this endeavor. Letters supporting their interest in the study were included in the appendix.

Assumptions of the Study

The assumptions of the study included:

1. The content of the third National Association of Secondary School Principals National Study of the High School Principalship surveys were generally applicable in content to all secondary levels of the principalship. Questions relating to educational trends, skills and duties of principals, skills and duties of assistant principals, issues of curriculum and instruction, community relations, school management, staff personnel, students, and job satisfaction were relevant to all secondary level principals and to university educational administration personnel.

2. There were universal educational issues in the

public schools. It was the quantification differences and priority rankings of issues dealt with that revealed major differences and/or similarities between the Clark County School District secondary principals and the NASSP nationally surveyed principals, as well as major differences and similarities between the secondary levels of principals within the Clark County School District.

Delimitations

The delimitations of the study were:

1. Selected survey questions from the 1988 National Association of Secondary School Principals surveys of high school leaders and their schools were used to survey Clark County School District secondary school principals.

2. The Clark County School District survey of secondary school leaders attempted to include all currently employed secondary school principals in February-March 1990.

3. The survey of literature was primarily focused on research completed within the past fifty years, since 1940.

Method of Research

The following methods and procedures were followed in selecting, collecting, and analyzing the data in the study:

1. Related research and literature were reviewed.

2. The NASSP 1988 A National Study of High School Leaders and Their Schools survey instruments were reviewed and then a replication study of survey question items was developed. Items were culled that did not pertain to the

Clark County School District as were items for which survey or demographic information was already available from other sources. The resulting pool of items was sequentially renumbered. These items became the base for this descriptive study of secondary school principals.

3. A cover and introduction letter was sent to all C.C.S.D. secondary school principals followed by a telephone call to arrange times for the interview/questionnaire to be personally conducted/administered to each secondary school principal.

4. The completed research utilized descriptive statistics to profile and compare Clark County School District secondary school principals to the validated 1988 published NASSP descriptive survey titled, <u>National Profile of High School Leaders and Their Schools</u>.

5. The completed research also used the qualitative comments of the Clark County School District principals that were interviewed as part of this study. This interview and questionnaire recorded qualitative data served to clarify and emphasize the intricacy of the quantitative data. It also served to enrich the quantitative results of the study.

<u>Conceptual Base of the Study</u>

The conceptual base of this study was rooted in leadership theory. Although the systematic, empirical study of leadership by behavioral scientists did not begin until the twentieth century, the last five decades have produced a

voluminous amount of data, most of it attesting to the complexity of the leadership phenomena.

Early studies of leadership traits recognition were typified by Max Weber's manager who was taught the stable and exhaustive rules to fit every management situation so that he could "scientifically" select, train, and develop Frederick Taylor's worker initiative through employer incentives. Henri Fayol in the early 1900's defined the manager's function as dealing with personnel through planning, organizing, command, coordination, and control. Mary Parker Follett wrote that executives can be trained and leadership measured. She encouraged leaders to observe, record, and establish standards of leadership training. She advocated combining the specialist's or expert's knowledge with the executive's wisdom; defining the executive's job as clarifying and coordinating the purpose and objectives [mission statement] of the organization. Follett wrote, "I believe we shall soon think of the leader as one who can organize the experience of the group, make it all available, and most effectively available, and thus get the full power of the group. It is by organizing experience that we transform experience into power. And that is what experience is for, to be made into power" (1948:251).

In the 1950's Douglas McGregor theorized that there are two basic ways of looking at human nature and consequently two basic types of motivators. His Theory Y individual found work enjoyable and natural, believing that others

could be self-motivated through manager-employee
collaborations, communications, and goals. Frederick
Herzberg's and Abraham Maslow's behavioral leadership
dimensions soon followed. Herzberg favored "Job Loading" in
which managers (supervisors) motivated employees by
increasing job satisfaction through direct communication
with workers and by increasing job freedom and worker
accountability while promoting and enabling employees to
become job "experts" in some area of responsibility.
Maslow's hierarchy also offered a humanistic, behavioral
approach to leadership. Maslow's effective manager
(supervisor) motivated employees and maximized job
performance by ensuring that the workers' lower order
physical needs were met and then offering opportunities for
safety, social, self esteem, and self-actualizing needs to
be met, depending on the varying levels of individual needs
in the organization.

In the 1960's Robert R. Blake and Jane Mouton theorized
an optimum (9,9) leadership style on their management grid.
This included a high regard for personnel and a high regard
for task production. In the Ohio State leadership studies
Jack Frymier saw supervision as motivation through control
or through growth of individuals. Ralph Stodgill identified
twelve leadership dimensions which he divided into the two
categories of system oriented behaviors including production
emphasis, initiation of structure, representation, rule
assumption, persuasion and superior orientation; while the

second category of person oriented behaviors included
tolerance of uncertainty, tolerance of freedom,
consideration, demand reconciliation, integration, and
predictive accuracy. Paul Hersey and Kenneth Blanchard
evolved a situational leadership model which predicated that
there was not one best leadership style but rather
combinations of leader, subordinate, and situational
characteristics which could be recognized, sometimes
altered, and used by gifted leaders producing effective
leadership in a variety of organizational situations.
Frederick Fiedler in 1965 at Harvard University found
leaders' personality traits to be largely stable factors
ranging from structured, active, and controlling through
considerate, passive, and permissive styles. Fiedler
theorized that it would be better to "engineer" the task to
fit the leader and that leaders needed to recognize their
own leadership styles so that they may know when to take on,
to delegate, or to reorganize a task. In 1970 William J.
Reddin added an effectiveness dimension to leadership models
which used the same task and personnel concerns as Blake and
Mouton but emphasized that leader behaviors are neither
appropriate nor inappropriate but must be considered in the
context of a situation and in the achievement or output
requirements (effectiveness) of the position.

In looking at organizations as social systems
leadership was formed and affected by the organization. The
true leader was not always the chief executive officer, or

in schools, not always the principal. Richard Carlson in the 1960's defined public schools as domestic, Type IV, organizations where there was control over neither the client's (student's) admission nor his participation in the organization. The principal had no choice of clientele yet must sustain the organization, satisfy personnel, provide for task achievement and encourage client social needs fulfillment while also maintaining an outside orientation towards superiors, parents, and community. Jacob Getzels and Egon Guba's model diagrammed the school as a complex social system where the behavior of individuals was a function of the personality of the individual interacting with the expected institutional role of the position. The principal was a cog in an organization that was built of individuals, formal groups, and informal groups all influenced by the ethos, values, mores, norms, expectations, and needs of the internal and external environment of the school. In 1981 Richard Pascale and Anthony Athos described the 7-S, managerial "molecule" of Japanese management. The hard, well-known American S's of strategy, structure, and systems were merged with the soft S's of skills, staff, style, and superordinate goals (mission statements). Each organization evolved organically and could not imitate others. Sometimes there were short term sacrifices for long -term goals. Management and workers shared the beliefs and built a "fit" among the S's which were levers to realize the best utilization of economic and human resources. This

evoked recollection of Chester Barnard who, in 1938, wrote of organizations in terms of both their formal structure and their human element. He wrote that authority lay in the acceptance of the cause by the subordinate and effectiveness was the accomplishment of the cooperative purpose.

There existed a large body of knowledge that can be applied to the principalship pointing out its complexity. "The concept of leadership remains elusive because it depends not only on position, behavior, and personality of the leader but also on the nature of the situation as well as the interaction of the situation with the personality and behavior of the leader. Moreover leadership occurs in a cultural context in which symbols and meanings are important" (Lane and Walberg, 1987). As Terrence Deal stated, the effective schools literature . . . "has reminded principals and teachers that they ought to: (a) agree on the core of what they are about, (b) believe that they can deliver on these basic premises, (c) create an environment that is safe and focused on these essential tasks and (d) reflect occasionally to see whether what they are doing is accomplishing what they want (Glickman, 1990:230). The effective schools literature always identified a principal who was a "strong instructional leader" as a key to an effective school. Yet out of an average 55 hour work week, principals spent less than seven hours in discussion with teachers and more than 90 percent of their time on a wide variety of brief encounters ranging from student discipline,

dealing with parents or community, filling out forms, or talking with teachers concerning non-instructional matters. Program development ranked first nationally, in how principals felt they should be spending their time and program development ranked fourth to fifth nationally, in how they did spend their time. (Glickman, 1990 and Pellicer, et. al., 1988) Principals had a multiplicity of roles, from that of instructional leader to manager to supervisor to politician to counselor to keeper of the keys tradition.

"There are multiple ways of leading schools well, and that which is most effective in one circumstance, or for one leader, may be ineffective, perhaps inappropriate in a different school. . . . We will never have all the information about leadership needed for every decision, but this book [and this study] has provided more of it and, as a result, our future decisions should be more intelligent" (Glickman, 1990:342-343).

"An initial step in understanding high school principals . . . is to describe who they are and what they believe about basic educational issues and problems" (Pellicer, 1988:4). Following in the footsteps of a long history of leadership research, this study used the preceeding statement as a focus, and the preceeding leadership research as a conceptual base or pathway to follow in the interpretation of the research results of this study.

Definition of Terms

Administration - "broadly defined as a process of
working with and through others to accomplish school goals
efficiently" (Sergiovanni, 1987:6).

Administrative Theory - "Systematically organized
information and knowledge, with a series of assumptions or
hypotheses devised to help analyze, predict, or otherwise
explain the specific nature and/or behavior of people and
their organization" (Campbell, 1980:62).

Effective Principals - are "successful in matching
their actions to goals with goals subsequently advanced."
(Sergiovanni, 1987:6).

"Effective" Schools - An effective school is most
commonly defined by researchers as one whose students are
achieving well as evidenced by achievement test scores in
the basic skills areas (Sergiovanni, 1987:45).

Junior High School - In the Clark County School
District, any school containing configurations of grades 6,
7, 8; grades 7, 8; or grades 7, 8, 9.

Leaders - "They are active instead of reactive, shaping
ideas instead of responding to them. Leaders adopt a
personal and active attitude toward goals. The influence a
leader exerts in altering moods, evoking images and
expectations, and in establishing specific desires and
objectives determines the direction a business takes. The
net result of this influence is to change the way people
think about what is desirable, possible, and necessary"

(Zaleznick, 1977).

Leadership - "... researchers almost uniformly mean a conscious effort to improve the quality of teaching, instruction, and the school - with student achievement as the No. 1 objective" (McCurdy, 1983:9).

Senior High School - Any school in the "NASSP's national database of all American schools with grade 12 (Pellicer, 1988:2). Any school in the Clark County School District with grade 12.

Organization of the Study

Chapter One introduced the study and defined the problem statement. The questions which the study addressed were proposed, along with a declaration of need for the work, assumptions that provided guidance, the delimitations of the study, the research design, and definition of terms.

Chapter Two provided a documented review of the pertinent literature. In so doing, the following aspects of the principalship were discussed: A History of the Principalship, Current Perspectives of the Secondary Principalship, Traits, Qualities, and Characteristics of Successful Principals, and Future Trends and Predictions of Change in the Principalship.

Chapter Three included a discussion of the methods of data collection, along with procedures for analysis of data.

Chapters Four and Five concluded the research with a summary, conclusions, recommendations, and recommendations for further study.

CHAPTER 2

Review of Literature

Introduction

A review of the literature was conducted to identify
relevant research essential to an investigation of the
principalship, its history, its present state, and probable
trends in the future.

In order to identify pertinent studies and information
on the secondary principalship as it relates to the problem
statement; bibliographies, periodicals, and references to
major works were reviewed. In addition, an Education
Resources Information Center (ERIC) and Dissertation
Abstract searches were conducted through the facilites at
the University of Nevada, Las Vegas.

A History of the Principalship

Early History

The principalship's early history was directly related
to the growth of the public schools movement. A free public
education system was first proposed by Thomas Jefferson in
the 1700's, but not adopted. Private and church
institutions generally provided education for those who
could afford it and/or those of their own faith. Then, in

the early 1800's Horace Mann, in Massachusetts, and Henry Bernard, in Connecticut, promoted the public schools movement which gave the option for a public school to be formed anywhere six or more families wanted to establish and fund one. Tax support was largely permissive at first and the schools, as they had been since the first colonies, were directed by town meetings or committees of selectmen. In 1812, New York passed the first permanent law for public schools organization. After about 1850, all existing Northern states had laws establishing tax supported schools (Campbell, 1980 and Goldman, 1966).

In 1838, Cincinnati established a principal-teacher in each school. In 1847, Quincy School of Boston had placed all departments under a single principal. By 1859, St. Louis had each school under a single principal (Campbell, 1980:10). These early principalships resulted from a need for someone to fulfill the clerical management needs of the schools such as compiling enrollment and attendance figures. The growth of the city schools made the clerical management demands too much for a part-time lay person to accomplish and were also too much for a superintendent. Principal-teachers were needed for the prime responsibilities of the clerical needs of the schools while superintendents become the ensurers or endorsers that the clerical needs were accurately and responsibly completed for several schools in an area, the first districts.

Massachusetts in 1852 passed a compulsory education

law. Minimum school attendance laws then gradually were
passed and strengthened in all of the forty-eight states
with Mississippi becoming the last of the contiguous forty-
eight states to pass a compulsory education law in 1918
(1980:11).

As public schools grew in size, the principal-teacher
clerical management duties became too much for one person as
did the superintendent supervisory duties as districts also
grew in size and number of schools. In the cities,
principals were gradually freed from teaching duties and
began to take on more organizational and supervisory roles
as well as more management responsibilities.

Scientific Management

Frederick Taylor's, The Principles of Scientific
Management was published in 1911. By the end of the decade,
in the universities, educational leaders such as Elwood P.
Cubberly and Franklin Bobbitt were discussing and applying
the principles of scientific management to public school
organization. Quoting, Franklin Bobbitt in a 1913 article,

> "In any organization, the directive and supervisory
> members must clearly define the ends toward which the
> organization strives. They must coordinate the labors
> of all so as to attain those ends. They must find the
> best methods of work, and they must enforce the use of
> these methods on the part of the workers. They must
> determine the qualifications necessary for the workers
> and see that each rises to the standard qualifications,
> if it is possible and when impossible, see that he is
> separated from the organization. This requires direct
> or indirect responsibility for the preliminary training
> of the workers before service, and for keeping them up
> to standard qualifications during service. Directors
> and supervisors must keep the workers supplied with

detailed instructions as to the work to be done, the standards to be reached, the methods to be employed, the materials and appliances to be used. They must supply the workers with the necessary materials and appliances. . . . They must place incentives before the worker in order to stimulate desirable effort. Whatever the nature or purpose of the organization if it is an effective one, these are always the directive and supervisory tasks (Campbell, 1980:226).

In 1923 Elwood P. Cubberly wrote in The Principal and His School, "There is a technique of organization, administration, and supervision based on a definite body of concrete experience and scientific information; that every principal should know how to use" (Sergiovanni, 1987).

Planning, organizing, commanding, coordination, and control are the management elements proposed by Henri Fayol in his 1916 book, Administration Industrielle et Generale, although it was not translated into English until 1929. Looking at the top levels of scientific management, Fayol's elements and Luther Gulick's 1937 elements of Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting (POSDCoRB) became the leadership focus for both principals at the local school site level and for superintendents at the centralized district level (Campbell, 1977 and Sergiovanni, 1987).

The generalized management functions of planning, leading, organizing, and controlling led the public to desire and principals to take on added responsibilities for food service programs, physical plant conditions, recreation programs, educational accountability of children with special needs, and social service and health care programs

(Barth, 1982). In a 1936 book entitled <u>High School</u> <u>Administration</u>, C. R. Maxwell and L. R. Kilzer wrote, "A school reflects the ideals of the principal if he is a man who possesses qualities of leadership (1936:23).

Through scientific management, the job responsibilities of the principal could be described and organized and then results could be evaluated. A 1932 National Survey of Secondary Education done by the United States Office of Education revealed principals spending forty percent of their time administering management details, ten percent of their time doing clerical responsibilities, nine percent of their time doing public relations work, twenty-seven percent of their time in supervisory duties, seven percent of their time in research, and ten percent of their time in guidance functions. Management of things and ideas far outweighed time spent in staff supervision and time spent with students. Supplies and equipment were already interfering with what Maxwell and Kilzer called the "fundamental and vital activity" of supervision of instruction (1936:29). They also recommended that a principal, "must assist teachers by having a strong philosophy of education and superior subject knowledge in at least one field to create confidence in teachers with respect to any technique outlined for supervision."

Max Weber's defining legitimate authority in the early 1900's also added structure and strength to the role of the principal in the educational bureaucracy. "Rules for Weber

meant reliability and predictability in the bureaucrat's behavior" (Campbell, 1978). Max Weber helped to clarify administrative thought concerning the ideal nature of bureaucratic organizations and the role of leaders within organizations. His ideal bureaucracy was characterized as follows:

1. Division of labor and the specific assignment of responsibility

2. Administrative thought and action based on written policies, rules, and regulations

3. An impersonal universal bureaucratic environment for all employees

4. Fairly exact hierarchial levels of graded authority

5. Development and longevity of administrative careers (Saville, 1981)

The principal following the principles of scientific management in the 1920's, 30's, and 40's was a man (with few female exceptions) who according to Donald A. Erickson and Theodore L. Roller:

1. followed the rule; did as told; carried out central office ideas

2. did not "rock the boat"

3. kept conflict down; kept students, teachers, and parents calm

4. disciplined and controlled students and staff

5. protected teachers from consequences of their own actions

6. backed up the system, regardless of circumstances and regardless of personal beliefs

7. got records in on time (1979:58, 59)

Human Relations

In the mid 1920's, Elton Mayo then at the Department of Industrial Research at Harvard Business School, did his famous experiment at the Western Electric, Hawthorne Plant. Each time a physical variable was altered, production increased; no matter if the variable alteration was designed to improve or to reduce favorable conditions. This experiment, designed to test the effect of illumination on productivity, did not turn out as expected and thus led to a second experimental phase at the same plant from 1927-32 which focused on human relations factors rather than physical facility factors (Campbell, 1978). This human relations research emphasis was contributed to by Mary Parker Follett's insights from psychology and sociology as well as by Talcott Parsons, Herbert Simon, and Jacob Getzels focusing on organizations in the social context. In general the conclusion for leaders (principals) was that, "they are not born with the ability to lead, but neither are they engineers who can apply a tried and true remedy to each specific problem. Leaders must learn conceptualizing and must master theories of sociology, political processes, and group dynamics [the human element] . . ." (Erickson and Reller, 1979).

Chester Barnard's, 1938, The Functions of the Executive was re-examined ten years later and the role of the members of organizations in accepting and following orders was further studied. Douglas McGregor's famous Theory X and

Theory Y managerial concepts were examined in light of

Maslow's Basic Needs levels and Frederick Herzberg's

Motivation-Hygiene Theory.

In 1944, the principal's two major functions were

described as management and direction of learning. The

management part included being a manager of people through

exhibiting ethical standards, appreciation of children,

enthusiasm, cheerfulness, patience, courtesy, tact, poise, a

sense of humor, personality, and making sure that all

employees from the custodians to teachers to the cafeteria

manager had a clear understanding of their duties (Lane,

1944). Robert Hill Lane further described the successful

principal applicant as being thirty or forty years of age,

he or she having confidence, a cultural background beyond

school affairs, extended experience in supervisory methods

and guiding education so that it results in learning and

understanding. His key question to principals was, "Are you

old enough to be wise and young enough to be flexible?"

(1944:13).

By 1953, principals' main duties were no longer mainly

clerical and management oriented, but were improvement of

the curriculum and supervision of instruction. "The

principal, responsible for the program of education, in all

of its phases, recommended employment of teacher applicants,

recommended teacher transfers, and favored school procedure

based on a coordinate-operative understanding of the

educational policies of the school in which he worked"

(Bevans, 1953). The principal (at least in California) was
also now responsible for raising the cultural level of the
community served by the school and acquainting the public
with modern education (Bevans, 1953:41-47).

Leadership Dimensions Models

In a 1955 Harvard Business Review article, Robert L.
Katz wrote of a three skilled approach to administration.
He wrote of the need for leaders (principals) to have
technical skills, meaning specialized knowledge and
proficiency in the use of leadership techniques; human
skills, meaning knowledge of individual and group processes;
and conceptual skills, meaning sensing the organization as a
whole and assessing its influences and independency within
its environment (Drake, 1986:29).

In the 1950's, Daniel Davies also referred to the three
dimensional role of the administrator, but his dimensions
took a more global view. He described the dimensions as
being the job, meaning all the managerial tasks involved
such as maintaining school records, scheduling, pupil
accounting, and budget control among many others. His
second dimension, he termed the social setting of the job,
meaning stimulating and supporting teachers and student
learning activities, developing a cohesive social system of
employees and community working together to achieve school
goals and developing long range plans and a "mission" for
the school. Davies' third dimension was the person in the

role of leader and his personal competencies including:

1. commitment to school mission and concern for image

2. proactive leadership orientation

3. decisiveness

4. interpersonal and organizational sensitivity

5. information search, analysis, concept formation

6. intellectual (conceptual) flexibility

7. persuasiveness and managing interaction

8. tactical adaptability

9. motivational and developmental concern (achievement motivation)

10. control and evaluation (management control)

11. organizational ability and delegation

12. communication (self-presentation that is open, genuine, and nonthreatening) (Drake and Roe, 1986:33)

Both Robert L. Katz and Daniel Davies were looking at a way to relate the leader (principal) to his or her environment (dimensions) in all the multiple interactions and tasks and people relations that the job of leader demands. Their leadership dimensions attempted to show and explain management from the individual leader's viewpoint. Was he or she reactive or proactive? Was he or she concerned mainly with people, things, or ideas; or was a balance achieved? Katz and Davies works, along with many others, became the early basis for a series of leadership models in the 1950's and 60's that began with Robert Blake and Jane Mouton's management grid in which the ideal leader worked with a team of loyal hard working people and

developed trust and respect among them through equal concern for both production and people. The Ohio State University leadership models, developed by Paul Hersey based on William Reddin's work focused on leaders' styles in initiating organization and communication relationships between themselves and employees. Hersey was one of the first to theorize that effective leadership styles may vary and that different styles may be useful in the situational demands of different dimensions. This gave rise to a theory model by Paul Hersey and Kenneth Blanchard suggesting that effective leaders could and should learn to vary their leadership styles at will (Campbell, 1978; Sergiovanni, 1987).

Egan Guba and Jacob Getzels began with a two dimension model of the institution as an entity with its own roles and expectations (the nomothetic dimension) interacting with individuals making up the institution and their personalities and needs (the idiographic dimension.) Over the years Laurence Ianaccone added another dimension of informal groups and interaction patterns to the Getzels-Guba model. Awareness of the expectations of individuals, groups of individuals, and the institution became one of the skills of an effective leader. The expanded Getzels-Guba model, focused on the organization as a cultural system and the effective leader became one who was aware and knowledgeable about the needs and influences of all three dimensions (nomothetic, idiographic, and informal) and yet was aware that he or she could never completely control them or even

see them thoroughly at any one time (Sergiovanni, 1987).

The resultant principal of the 1960's and early 1970's was a superhuman. He or she was expected to be an educational leader, to promote outstanding educational programs, have a mental concept of junior high needs, and be a voice heard at the local, state, and national levels (Williams, 1964:280). From the 1960's viewpoint, tomorrow's (beyond 1965) leader was expected to be a recognized scholar, a competent teacher, a national leader, a dynamic expert in human relations, a sensitive organizer, scholarly with a greater awareness of national and world affairs, an expert in instruction and a trainer of teachers (Williams, 1964:520). From the 1960's viewpoint, all of this would be possible with the knowledge of leadership dimensions models.

Structuralism

During the same time frame as the leadership dimension models of the late 1950's, the 1960's, and the early 1970's, other theorists were looking at the complexity of the layers of leadership in any organization as well as the functions and dysfunctions of the organization due to these layers. Each organization had its own unique characteristics of hierarchy, traditions, and rules, known as its structure.

Structuralism had at its base, the works of Max Weber in the early 1900's. Weber gave us the concept of bureaucracy and for him the distinctive characteristics of bureaucracy included the following: (1) a clear cut

division of labor to permit specialization, (2) positions organized into a hierarchial authority structure, (3) a formally established system of rules and regulations, (4) an impersonal orientation on the part of officials, and (5) career employment in the organization. Weber also dealt with the question of authority and suggested three types: traditional, charismatic, and legal (Campbell, 1978).

In the 1950's Robert K. Merton and others began to study and expand the work of Weber. Developing his ideas at about the same time as Frederick Taylor, Weber was not widely available in the United States before the 1950's due to a lack of translations of his work from the original German (Campbell, 1978).

Merton developed theoretical constructs but he also stressed the need for empirical research at the local organization level, dealing with the actual leaders and other personnel of the organization. Merton's theories of manifest and latent functions of the structure or bureaucracy focused on the individual as well as the organization. Merton wrote of those functions that are intended and recognized as being part of an organization, and, those latent functions that are neither intended nor recognized but yet still affect outcomes and individuals. Merton investigated the relationships between functions of an organization and the structure of an organization; and stressed that structure could be dysfunctional as well as functional (Campbell, 1978).

Open Systems

By the 1970's it was apparent that business leaders and principals had much in common. University studies, the National Association of Secondary School Principals, Phi Delta Kappa and the research laboratories such as the Rand Institute all were sharing the same organization and leadership studies as bases for their own further research and theory. Research was focusing more on the organization and its component systems, divisions or departments, as well as the organization's environment or outside influences. The focus was no longer leader effected but became leader affected. Leaders still were perceived as having an influence on the system but the awareness of how the existing systems affected the leadership style of leaders that survived in the systems was also studied. Karl Weick's and David Easton's "open systems" recognized the input-output information exchange between systems and the responsiveness of each system to the other during information exchanges. This "loose coupling" based on situational needs allowed adaptation of the system to outside and inner influences, allowed responsiveness and yet also retained identity. It also aided in interaction between the organization and its environment (Campbell, 1978).

Andrew J. Halpin refered to initiating structure, another term for systems. Halpin also refered to

consideration, which was individual action and reaction to the structure of the organization. He combined organization and human dimensions in his views of open systems (Campbell, 1978). Some theorists regarded open systems as more of an explanation of chaos instead of leadership, but Roald Campbell wrote:

> . . . I think it is more than chaos. Only in an open systems view can one do full justice to the interaction between an organization and its environment. Moreover the environment may become difficult to determine when elements in the organization, labor unions, for instance, combine with elements outside the organization to affect the organization. The need to take account of elements in and out of the organization and their multiple relationships also emphasizes the complexity of administrative behavior (Campbell, 1978).

Current Perspectives

In the 1980's principals adapted to open systems. Later on principals were trying to organize the chaos. Two "generalizable" characteristics of successful administrators were identified as purposefulness and discernment (Bolton, 1980:12). In purposefulness, Dale L. Bolton described an effective manager carrying out the "clear, purposeful" goals of the organization. In discernment, the principal was able to "differentiate among a multitude of cues," screen out irrelevant information, at the same time be aware of forces within and without that affected his or her behaviors, accurately understand the environment in terms of self and group interactions, and be able to assess readiness for growth by subordinates (1980:12, 13).

In 1984, Morris Van Cleve did a study based on

observations of twenty-six elementary and secondary Chicago principals. He found that elementary principals spent more time in student interaction while secondary principals spent more time in faculty interaction. He also drew a comparison between the responsibilities of an athletic coach and principal. Both:

. organize disparate elements - people, equipment, money, into a self sustaining enterprise.

. coordinate individuals in an intricate division of labor, each person performing a specialized task.

. motivate highly skilled individuals, some of them prima donnas.

. take care of wounded egos and serve as counselor and parent figure to troubled subordinates.

. maintain frequent, easy-going contact with the public.

. keep a cool head under provocative and stressful circumstances.

. answer to the school and the community.

. identify with the whole school.
(Morris, 1984:241, 242)

Morris further described today's effective principal as a moral agent who must consider the welfare and interests of all, be conscientious in his efforts, and always strive to do the right thing. Yet, knowing the gamesmanship of "where and how to disobey is central to discretionary decision making among principals" (1984:150). Administrative theories became tactics for working principals. Learned skills and the decision to become a principal were recognized as a meaning a "quantum lead in responsibility"

that simply does not work for everyone that tries.
Successful principals decisions relied on knowledge of and
interactions with "school building personnel, parents and
other lay outsiders, hierarchial superiors, and the
principal's own psyche" (Morris, 1984:236).

Thomas J. Sergiovanni observed that in the 1960's and
1970's so much attention was paid to decision making and
conflict resolution strategies, that student learning
outcomes were neglected. Sergiovanni advocated a process
approach in which school characteristics were linked to
student outcomes. Leadership and climate became processes
and means defining appropriate behaviors for teachers and
students. "Excellence (in educational leadership) means
that students become independent, creative thinkers, learn
to work cooperatively, and so on. . . . I see no reason why
making the school instructionally effective ought to
preclude educational excellence. . . I would take the
position that you have to earn the right to experiment with
something as precious as excellence. The way you earn it is
by just teaching the kids to read and write" (Sergiovanni,
quoting Ronald Edmonds, 1987:37).

Dale K. Hurst in 1984 used a model of "boxes, bonds,
and bubbles" to reflect goal attainment processes by
administrators. The boxes in his model reflected the
bureaucratic, managerial thinking of principals while the
bubbles reflected the supervisory humanistic processes. The
boxes and bubbles were normally contradictory ways of

processing information. Dale K. Hurst suggested there must be a balance of boxes and bubbles to "provide the balance between . . . bureaucratic and individual dimensions of organizational life" (Sergiovanni, 1987:344).

Recognizing the necessity for administrators to work sometimes from boxes and other times from bubbles, Hurst (1984) suggests that administrators anchor themselves in boxes, but wait in bubbles as they confront the problems of administration and leadership in their daily practice. Moving from boxes to bubbles can be greatly facilitated if bonds are created. Bonds represent the cultural linkages. Bonds are constructed from common purpose, shared vision, high performance goals, mutual commitment, supportive relationships, high identity, trust, empowerment, and a sense of community for all those who work in the school. The stronger the bonds, the easier it is for teachers, supervisors, and principals to move from boxes to bubbles as circumstances warrant (Sergiovanni, 1987:346).

Looking at three other authors from 1982, 1983, and 1987 it became apparent that 1980's thoughts on the principalship emphasized and re-emphasized the blending of managerial and supervisory skills within the climate of the organization and the environmental dimensions of the community. Roland Barth recognized "9 recurrent behaviors of good principals:"

1. Demonstrating a commitment to academic goals
2. Creating a climate of high expectations

3. Functional as an instructional leader

4. Being a forceful and dynamic leader

5. Consulting effectively with others

6. Creating order and discipline

7. Marshalling resources

8. Using time well

9. Evaluating results (Barth, et. al., 1982:22).

Jack McCurdy identified the personal traits and leadership style of an effective principal as one who:

. sets an example

. is committed to quality

. works at good human relationships

. knows the community

. has a good mental attitude and physical stamina

. is committed to the staff and school

. compromises to get agreement

. maintains poise

. is able to handle stress

. creates a structure for things to happen

. admits mistakes

. leads from a positive approach

. doesn't get too far ahead of the people he/she leads

. is available to people

. has an understanding family (McCurdy, 1983:21).

Adding to the lists of effective principal qualities, the "new role of the principal" was also defined by James Lewis, Jr. as a leader who knows:

1. Effective communications about changes in school policy, objectives, procedures

2. Innovative thinking about new ways, methods, and procedures for improving education

3. Goal setting with school people

4. Training and development of school people

5. Counseling school people on both school and personal problems

6. Performing as a culture building through role modeling and teaching and preaching the shared values of the philosophy

7. Evaluation of performance and allowing for reverse feedback

8. Collecting data for analysis

9. Working on maintenance needs that may be causing dissatisfaction or inefficiency

10. Working on motivational needs to enrich the work life of each school person (Lewis, Jr., 1987:2).

In every list of effective principal behaviors, there was a recognition of the process of goals attainment through both management and supervision behaviors. Terms such as climate and communication were as important as structure and data. Terms such as maintenance and evaluation were as important as community and quality committment.

Frederic Cohen compared the process of being a principal to the illusion of motion evoked by the still shots of the first "movies" in which a series of pictures, each one slightly different from the previous one were shown in rapid succession to the viewer. The perception of continuity persisted in the "mind's eye" from one still to the next. "Students, parents, and teachers sense a similar

illusion in the principal's office. What they see is an independent operator making decisions based on intellectual judgements. Others frequently imagine themselves in this driver's seat with the power to move a school in any direction desired. This illusion of power is no more real, however, than the motion we think we see on the movie screen. Principals, rather than acting independently, sense the subtle movements of numerous factors and trends and synthesize what they trust will be the ideal path to follow. Taken into account must be the expectations of students, parents, and teachers as well as state educational policies, federal priorities, local needs, district exigencies, the limitations and biases of one's own education and probably a hundred other factors." "This syntheses must at all times be distinguished from the natural tendency to want to please people. . . . The only decision principals can make which will lead them to genuine appreciation by others are the ones composed of honest syntheses, of thorough investigations of the myriad of factors that make up the principal's field of vision" (Cohen, 1987:53). Principals take all of the still frames and create the movie, the mission, the educational ethos of their school. It is a major production each school year, each semester, each day.

Embarking on a career in school administration means:

. Leaving behind one's youth and youthful ideas

. Joining the ranks of the "enemy"

. Putting one's ideas where one's mouth has been

. Acknowledging that money and status really matter

. Facing rejection by former colleagues

. Living with the possibility that what one is doing
makes no difference (Murphy and Hallinger, 1987:210).

"Too many principals and too many of their tutors are damning 'reality' when they should be actively engaged in improving the view" (Erickson, 1979:75).

The Future Principal

Over the 150 plus years of the principalship the additional duties, and thus responsibilities, increased from decade to decade. The principal buffeted by community, organizational, and staff expectations was expected to lead the changes. The principal had a role that:

. increases in complexity and scope,

. is subject to increased internal and external
pressures at the site level,

. increases in stress due to larger workloads,
isolation, and lonliness,

. contrary to personal beliefs, demands more time spent
on administrative tasks and less on educational tasks,

. answers to many sources; often disconnected
activities,

. has too little time for planning and reflection, and

. as long as change continues, will be emergent rather
than stable (Buckley, 1985:168, 169).

Beset by internal influences such as teacher and student empowerment, unions and associations actively modifying staff service conditions, and an increase in non-teaching staff that assist in the daily activities of the

school, the principal still retains some of the principal-clerk and principal-teacher duties of the 1800's. Yet there also needs to be responsibility for goal setting, public relations, instructional planning, and facilitation, keeping up with technology and setting the tone or ethos of the school. External influences include parents demanding an increasing role in the running of schools, even at the secondary level, and more direct site influences from school boards, social organizations and the media. The changing nature of the role has brought the principalship full circle from an individual personally selected and evaluated by the town committee to one frequently evaluated, censored, and/or praised by a community or media politically influencing the organizational hierarchy (Buckley, 1985).

Shared leadership has become increasingly more important to the principal. How closely can he or she work with assistants? How competent are the assistants? Are the principal and assistants articulating the same vision in running the school? What responsibilities can be delegated or shared and what must be retained?

Through empowerment of assistants, teachers, students, and the community, changes must occur in principals' perceptions of the supervisory role. Through acquiring responsibility for guiding and sharing power, skills must be learned for less emphasis on what people are doing versus more emphasis on what they are accomplishing. Empowerment of others requires learning strategies for self empowerment.

Authority strategies must be learned to increase leadership through its seeming surrender. Sergiovanni referred to this as leadership of purpose, a continuous stream of actions that have the effect of inducing clarity, purpose, consensus, and committment. The principal stands for and communicates what is emphasized to others (Sergiovanni, 1987:340--342).

In 1987, as James Lewis Jr. wrote of principal change expectations for the 21st century; he included among them:

. School administrators and teachers will work as a team. These teams will involve the community in setting long range goals, implementing strategies, and assessing results.

. Local business people and parents will be involved with school administrators and teachers in the formulation of the school organizational philosophy.

. Strategic planning will be emphasized.

. Flexi-time will be explored and adopted by some schools to allow parents and their children to pursue other interests.

. School administrators will need an even higher level of management skills to deal with results-oriented education and the expanded role of the school.

. School organizations will be transformed into institutions of life long learning, that is, they will begin to consider school people their most precious assets and institute comprehensive training and development programs and career growth programs.

"The major barriers to [principal] leadership come from within . . . training/selection/assignment procedures should open new perspectives, promote problem solving, and encourage initiative--facilitate leadership" (Erickson, 1979:75).

CHAPTER 3

Design of the Study

Purpose

It was the purpose of this study to describe the
characteristics, opinions, and principalship roles involving
instruction, educational programs, and the perceptions of
assistant principals' responsibilities, of principals in the
secondary schools of the Clark County School District. The
major portion of the questionnaire used in this descriptive
survey was a replication of a 1988 validated study by the
National Association of Secondary School Principals (NASSP).
The resultant profiles were compared for similarities and
differences among the junior high and senior high
principals. The profiles were also compared for
similarities, differences, and trends between Clark County
School District secondary principals, and the results of the
1988 NASSP national survey of 716 high school building level
administrators.

Description of the Research Design

A one-group, (two sub-groups) post-test only research
design was used. The study utilized descriptive survey
research, the most widely used method of systematic data

collection (Guba and Lincoln, 1981). Data bases of facts,
opinions, and attitudes or tendencies toward a particular
set of beliefs were derived from the responses to the survey
instrument and compiled into categories comparable to a
nationally validated study by the National Association of
Secondary School Principals. The data collected was used to
analyze, classify, and deduce descriptive data relevant to
this study, in a traditional survey approach.

Egon G. Guba and Yvonne S. Lincoln in their 1981 book,
Effective Evaluation quote Holsti:

> "Purely descriptive information about content,
> unrelated to other attributes of documents or to the
> characteristics of the sender or recipient of the
> message is of little value. . . . Such results take on
> meaning when we compare them with other attributes of
> the documents, with documents produced by other
> sources, with characteristics of the persons who
> produced the documents, or the times in which they
> lived, or the audience for which they were intended.
> Stated somewhat differently, a datum about
> communication content is meaningless until it is
> related to at least one other datum. . . . Thus all
> content analysis is concerned with comparison, the type
> of comparison being dictated by the investigator's
> theory" (Guba, 1981:5).

Again, quoting Holsti, Guba and Lincoln referred to
content analysis as "any technique for making inferences by
objectively and systematically identifying specified
characteristics of messages" [survey question responses]
(Guba and Lincoln, 1981:240). Content analyses' major
characteristics were that survey data collection is a rule
guided process, a systematic process, a process that aims
for generality, a process that deals in manifest content of
works or themes that may be located and categorized, and

finally a process that historically allows a quantitative confidence in generalizations by permitting numerical manipulations of the data. The manifest content then reached the interpretive stage where the knowledge background and expertise of the researcher allowed "insight, intuition, and imagination" to draw inferences from the latent content (Guba and Lincoln, 1981). They further stated that content analysis satisfies the three criteria of objectivity, systemization, and theoretical framework.

The NASSP Survey Questionnaire

The above content analysis framework confirmed that the NASSP 1988 survey instruments from the National Study of High School Leaders and Their Schools could be adapted to the present study. The study data base/questionnaire was derived from the same nationally used, validated, and respected NASSP survey instrument that satisfied content analysis characteristics. Both data bases were used in similar fashion to compare and profile secondary school leaders' tasks, characteristics, and opinions towards current educational administration relevant issues. Thus the national study was replicated on a local level, extending the known focal area of the descriptive national study.

This 1988 study for the National Association of Secondary School Principals was titled, High School Leaders and Their Schools, Volume 1: A National Profile and was

conducted by a research team led by Dr. Leonard O. Pellicer of the University of South Carolina. They retained, in their surveys, ". . . the bulk of the questions from the previous [NASSP] surveys [in 1965 and 1978] . . . while numerous others were added to reflect the issues and interests of the particular decade studied" (Pellicer, 1988:2). Dr. Pellicer's research team conducted their study through a national survey of 1028 principals drawn from the NASSP's national database of secondary American schools with grade 12. They used three survey instruments dividing some questions equally and topically, among the three questionnaire forms. This was done because the bulk of questions that were being asked created a problem of length. The three forms were each from 44 to 52 items in length. The first twenty items on each form were demographic items concerning the principal and the school site. The remainder of the items frequently included multi-part questions.

Through a series of two mailings, they received a response rate of 46 percent, meaning 716 principals returned completed surveys. These surveys were used to profile the principals through descriptions of them based on demographic data compiled and grouped from the surveys, through descriptions of what they believed about educational issues and problems, through examination of their roles and responsibilities, through examination of their work conditions and educational issues affecting their work, and through descriptions of their work relationship with

assistant principals and their delegation of tasks to assistant principals. The survey responses were also compared, where appropriate, to previous, similar, NASSP studies conducted in 1965 and in 1978.

The Current Study Questionnaire

A review of the literature was done to determine the historical stages and changes in the principalship, the current status and trends of the principalship, and predictions for future changes in the principalship role. This served as a basis to review the 1988 NASSP national profile of secondary school principals' reactions and opinions to the status of the principalship.

This study was a similar descriptive survey. The major portion of the survey instrument was a replication of questions used in the NASSP study. Dr. Leonard O. Pellicer, leader of the research team for the National Association of Secondary School Principals, approved the use of the whole or any part of the original survey items from the High School Leaders and Their Schools study. He indicated that the questionnaire items were open to anyone trying to further educational research (Pellicer, 1989).

In the Clark County School District, Ray Morgan, Associate Superintendent of Secondary Education, Louis Silvestri, then Assistant Superintendent of Secondary Education, and Mark Lange, Director of District Research and Development were contacted to review the NASSP survey

questions for content applicable in the Clark County School District, and to verify the content and usefulness of the study as descriptive research pertaining to the secondary principalship that had not previously been conducted among the C.C.S.D. principals. Letters supporting the study from Mr. Morgan and Dr. Lange were included in Appendix A. These gentlemen reviewed the NASSP questionnaire items and made recommendations as to what questions would be of most interest and usefulness in describing the tasks, opinions, and conditions of Clark County School District secondary principals as compared to the national group. Their recommendations were followed, resulting in a nineteen major items questionnaire (most questions had multiple parts) and eight demographic items that were intended to be completed by each secondary principal in an interview situation lasting approximately thirty to forty minutes. This questionnaire then, had in itself, face and content validity as it was based on the established reliability and validity of the NASSP 1988 questionnaire items it replicated. An interview format was chosen to ensure the best possible response rate to the questionnaire from the thirty-five secondary school principals.

In mock interview situations, the survey instrument was field tested by two assistant principals in the Clark County School District. This field testing served to indicate the average questionnaire/interview completion time and to indicate the areas needing more verbal reinforcement of

instructions and response scales. These mock interviews also indicated the need to rearrange the order of several items: The two items responded to by ranking of the responses were separated for ease of principal discrimination between them. "Easier" but thoughtful items concerning the role of the principal and job satisfaction were placed at the beginning of the questionnaire both as an "ice-breaker" and to set the tone of the questionnaire as being concerned with perceptions and opinions, not of right or wrong answers. The lengthy items indicating responsibilities assigned to assistant principals were placed near the end of the questionnaire followed only by the short item indicating satisfaction with the career choice of principal and the demographic items. The mock interviews also pointed out the need for a "response worksheet" for the two ranked response items so that participants, if they chose, could work out answers "on paper" instead of in the oral response fashion that most chose for the remainder of the items.

The resequenced questionnaire items closely replicated the similar NASSP items on which they were based with minor word changes in the instruction portion of some items to allow for the oral interview format instead of the mailed communication. The eight personal and school site demographic items were placed at the end of the questionnaire where the principals would hopefully feel more comfortable in answering them after establishing a rapport

with the interviewer. The questionnaire, the rank items
response worksheets, a reminder scale sheet, and the
interviewer's response recording sheets are included in
Appendix D.

The Survey Interviews

In January of 1990, an introductory letter was mailed
to each C.C.S.D. secondary school principal introducing the
interviewer, explaining the purpose of the study, and
assuring only group reporting of results. The letter
explained that the study had the support of the C.C.S.D.
Secondary Education Division, participation was voluntary,
and that a telephone call would soon follow to set up an
interview of about thirty minutes in duration with each
principal.

Interviews were scheduled during February and March of
1990. Only one high school principal indicated an
unwillingness to participate. This individual indicated
that all such studies were a waste of personal principal
time. All willing secondary school principals were
interviewed in their school settings and the questionnaire
administered in a one:one situation except for six
exceptions noted as follows: In meeting with four of the
high school principals, they indicated they did not have the
time to spend in an interview situation due to unexpected
demands being placed on their time. One had to cover for an
ill assistant principal, two had a prior meeting that had

run longer than expected, and one felt that various morning hall duty demands would too frequently interrupt the interview. Each of these four principals was given a copy of the questionnaire, asked to complete the items, requested to jot down any comments they wished to make directly onto the questionnaire, and to return the questionnaire to the interviewer within two weeks. In each case, they did so. There were two site exceptions. In one high school case, the principal traveled to the interviewer's school site and in one junior high case the interviewer traveled to the principal's home. In each of the last two mentioned cases the interviews were conducted in a similar fashion to the other twenty-eight completed interviews. In twenty-eight cases the interview was conducted and completed at the principal's school.

Each interviewed principal had a copy of the questionnaire three-hole punched and assembled into a cover folder to follow, as answers were marked by the interviewer on a separate answer sheet. For the two ranked items, duplicate pages of the questionnaire were provided on light green colored paper so that principals could visually and graphically assess and mark their own answers. All but one chose to use the provided worksheets. One chose to orally figure the rankings while looking at the items in the folder, seeming to consider it a challenge to do so. The interviewer let principals set the pace they wanted to use as they proceeded through the questions and let principals

use the oral, aural, visual, or combination of modalities
they favored in proceeding through and responding to the
questions. Some principals followed along as the
interviewer read the items; some read each item silently
then gave their answer aloud to the interviewer; most
followed a combination of the interviewer explaining the
item instructions and reading/verbally guiding them through
the response choices while they silently read the questions
and then discussed their answers aloud. A separate response
scale sheet listing the most frequently used scales was also
given to the principals. This scale reminder sheet, printed
on bright yellow paper was verbally referred to or pointed
to in the appropriate place if there was a need for further
clarification of instructions on any item or if the
principal seemed hesitant or unsure of the responses in the
middle of long items. Principals' verbal comments were also
noted on the interviewer's response sheets, adding further
qualitative description to the statistical results of the
study. Within an hour of completing each interview, the
interviewer also noted her perceptions of the principal's
reaction to and the tone of each interview in comment form
on a personal cassette tape. These comments and other
qualitative data were reported in chapters four and five
with the other research findings.

Treatment of the Data

After all the interviews were completed, the results of

each questionnaire were then tallied, grouped, and averaged

enabling a direct comparison for each item with the similar

or identical NASSP survey item results and also enabling the

questionnaire items to be grouped topically for intra-

district comparisons as well as for local district versus

national profile comparisons. Responses to demographic item

H allowed the questionnaires to be separated into junior

high and senior high response groups.

Using the University of Nevada System Computing

Center's version of the Statistical Package for the Social

Sciences, (SPSS) each questionnaire item was arranged in a

frequency distribution table, with resulting percentage

responses designated for all response choices except

"Other." Frequency and percentage response tables were

generated for the total responding population of thirty-four

C.C.S.D. secondary school principals and for the two sub

groups of nineteen junior high principals and fifteen senior

high principals. Mean and standard deviation comparisons

were also generated using SPSS. For items 5 and 12 where

the data were compared as positions in rank, the mean of

rank values selected was used to determine the rank position

of each variable. For comparison among the three groups

(the C.C.S.D. junior high and senior high groups, and the

NASSP national group) the appropriate percentage response or

rank for each variable for all three groups was entered into

a cross tabulation variable format and entered as a database

in the computer. Statistics for the national group were

based on the reported percentage and rank responses of 716

high school principals in High School Leaders and Their

Schools Volume I: A National Profile compiled by Dr.

Leonard O. Pellicer, et. al. in 1988 for the NASSP. A two-

tailed groups t test or test for independent means at the

.05 level of confidence was then applied to the percentage

data while the Spearman's rho test of rank correlation, also

at the .05 level of confidence, was applied to the ranked

data. For each statistical treatment of the data, the

significant t ratios and the significant r correlation

coefficients upon which rejection of the null hypotheses

could be based were a function of comparison of sample size.

Organization of the Data

Research question one read: What are the problems that

interfere with the completion of job related tasks of

C.C.S.D. secondary principals? Analysis of responses of

questionnaire items one through eleven and item nineteen

addressed this issue by "[examining] the roles and

responsibilities assumed by . . . school leaders, the

problems and issues they confront, and the satisfaction they

receive from their jobs" (Pellicer 1988:15).

Research question two read: What are the views and

beliefs of C.C.S.D. secondary principals on selected

educational issues? Analysis of responses of questionnaire

items twelve through sixteen addressed this issue by

reporting data on the C.C.S.D. principals' perceptions of

the educational purpose of American schools, the characteristics of a good teacher, conditions and developments which they felt would influence their own schools, and areas of welcome parent and community involvement.

Research question three read: What are the principals' perceptions of assistant principals in the Clark County School District? Analysis of responses of questionnaire items seventeen and eighteen addressed this issue by reporting on the myriad tasks and the degree of responsibility assigned to assistant principals by principals in the Clark County School District.

Summary

This chapter has presented a description of the research methodology, data collection techniques, and statistical treatment of the data. The results of data analysis and discussion of pertinent findings relevant to the first three research questions have been presented in chapter four. Research question number four read: Based on the above comparisons and the administrators recommendations: (a) What can the C.C.S.D. do to increase articulation among local secondary principals? (b) What can university personnel and school district personnel do, to answer the principals' concerns and training needs?

Based on the current study comparisons and the administrators' recommendations and comments made during the

interviews, in chapter five suggestions were developed for increased articulation among local principals, for ways that university personnel can respond to local concerns and training needs, and for areas that need further study.

CHAPTER 4

Research Findings

Introduction

The purpose of this study was to describe the

principalship in the Clark County School District; its

characteristics, the educational views and beliefs of

principals, and their perceptions of the assistant

principals' role. Through using replication of items from a

national survey of high school principals in a questionnaire

form, the study used comparison and contrast among the

nationally reported group and the two local subgroups of

junior high and senior high principals to describe the local

secondary principal population. Recommendations were then

made intended to increase communication among the principals

and to answer their survey identified concerns and training

needs.

Source of Data

The data reported in chapter four have been based on

responses to an interview/questionnaire completed by thirty-

four of the thirty-five secondary school principals

identified in the Clark County School District in the state

of Nevada in the spring of 1990. This equaled a ninety-seven percent response rate. Interview/questionnaires were completed by fifteen of the sixteen high school principals for a sub-group response rate of 94 percent. Interview/questionnaires were completed by all nineteen of the junior high principals for a one hundred percent response by this sub-group.

Demographic Description of the Principals

Demographic data were obtained from the principals regarding: 1) sex, 2) ethnic origin, 3) undergraduate major, 4) educational level attained, 5) years of classroom teaching experience, 6) age at first principalship, 7) years served as principal, and 8) grades included in home school. A summary of this data as compared to the 1988 NASSP group was included in Table 1.

From this data it was apparent that the local sub-groups were comparable to the national group in terms of demographic qualities. Seven to nine out of every ten principals were men. By and large they were White, although the junior high percentage of sixty-eight percent White was a significant difference from the ninety-four percent response of the NASSP group. Both C.C.S.D. groups had larger percentages of Black principals than the national group, but the bottom line numbers of two senior high Black principals out of fifteen and three junior high Black principals out of nineteen was not a significantly different

finding when compared to the national group numbers of twenty-nine Black principals out of 716. The significance of the sixty-eight percent White junior high group was in the total of six out of nineteen junior high principals being other than White.

The social sciences was the leading undergraduate major of all three groups. Not significantly so, but of note, was that in the Clark County School District, the physical and biological sciences were the second largest undergraduate major; while physical education and the humanities ranked second and third in the national group. A master's degree plus additional coursework (perhaps because of the need for recertification) was the norm for all three groups. A significantly larger group of junior high principals was identified than either group of senior high principals for whom the master's plus was the highest educational degree obtained.

Four to fourteen years spent teaching was the range for all three groups. Very few principals spent less or more time in the classroom than these few years. Significantly so when compared to the national group, fifty-three percent of the junior high group as compared to twenty-six percent of the national group left teaching after four to six years. In the local senior high group, forty-three percent left teaching after four to six years. Logically, it followed that most principals attained their first principalship when they were between thirty and forty-four years of age.

Table 1

Principal Profile of Personal Characteristics

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
Sex	%	%	%
Male	88	87	90
Female	12	13	11
Ethnicity	%	%	%
White	94	80	68*
Black	4	13	16
Hispanic	2	7	5
American Indian	1	0	0
Asian	4	0	5
Other	3	0	5
Undergrad. Major	%	%	%
Social Sciences	24	21	21
Physical Ed.	16	7	16
Humanities	14	0	6
Phys/Bio Sciences	12	29	16
Secondary Ed.	11	0	0
Mathematics	8	14	5
Elementary Ed.	3	14	11
Fine Arts	2	7	0
Philosophy	0	0	0
Other	11	7	5
Highest Degree	%	%	%
Bachelor's	1	0	0
M.Ed.	15	0	0
Master's	2	0	0
Master's Plus	52	58**	84*
Ed. Specialist	16	14	0
D.Ed.	13	7	16
Ph.D.	1	21	0

Table 1 (continued)

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr
Years Teaching	%	%	%
1 year	1	0	0
2-3 years	7	7	0
4-6 years	26	43	53*
7-9 years	23	21	16
10-14 years	26	29	21
15-19 years	11	0	5
20-24 years	4	0	0
25 plus	3	0	0
Age -1st Principal	%	%	%
23 or less	1	0	0
24-29 years	13	0	16
30-34 years	30	21	26
35-39 years	27	36	21
40-44 years	17	36	21
45-49 years	9	7	11
50-54 years	3	0	5
55-59 years	1	0	0
Years as Principal	%	%	%
1 year	9	7	16
2-3 years	14	13	5
4-5 years	10	7	21
6-7 years	13	7	11
8-9 years	10	20	5
10-14 years	22	20	26
15-19 years	12	20	5
20-24 years	8	7	5
25 plus	3	0	5

Note: * = significant difference between junior high
and national groups at the .05 confidence level.
** = between local senior high and junior high groups.

In the number of years they have served as principals, approximately sixty percent of all three groups have been in the principalship for nine years or less and forty percent have been principals for ten or more years. Approximately ten percent of all three groups have been principals for more than twenty years.

Comparison of all three groups' demographic data demonstrated many more similarities than differences. These demographic findings served to support the rest of the study in that comparisons of other findings were probably not tainted by some eccentricity of the small sub-groups. The demographic data also did lend face value support to intra-group comparison in terms of the two sub-groups as well as supported the national-local comparison findings.

The Roles and Responsibilities of the Principal

Research question one read, "What are the problems that interfere with the completion of job related tasks of Clark County School District secondary principals?" (a) How do these results compare between local junior high and local senior high leaders? (b) How do these results compare to a national survey by the National Association of Secondary School Principals that includes a majority of the same survey questions? Twelve questions in this study provided principal response data to analyze the principal tasks and principal problems in research question one. This data was quantitatively analyzed as described in Chapter Three and

principal comments were qualitatively reported as enrichment to the data.

Leadership Role

The first three questionnaire items described the principals perceptions of their leadership role. Principals were asked to read three pairs of statements and choose the one statement from each pair that better characterized the principalship. Table 2 presented a summary of response percentages for the first three questions.

For item one the principals in all three groups favored, "taking the initiative in developing and implementing school policy;" but three local high school principals said that they felt that both responses would be better choices, rather than just selecting one. They felt that as part of taking the school policy initiative, principals should "primarily represent the interests of parents, leaders, and the patrons of the school." Two junior high principals also remarked that for policy initiative to take place, principals need to represent the interests of parents, leaders, and the patrons of the school so that response choice "two includes one." Three junior high principals commented on leaving students out of the represented interests. One junior high principal commented, that "student interests" [should always come] "first." Another said that the principal is the "strongest student advocate."

The national and the local senior high group responses were nearly identical for both response choices in questionnaire item two. The national and senior high principals favored the principal leading "the school in new educational directions." The local senior high principal comments included, "Leading the school in new directions is the way it should be; day-to-day management is the way it is." Another said that effective leadership in new directions included effective day-to-day management; while a third high school principal commented that, "The assistant principals do the day-to-day management and that leaves me free to lead the school in new directions."

In looking at the percentage responses to the first three questions, (Table 2) no significant differences were present among the response groups except for the first choice in question two, "The principal should effectively and efficiently manage the day-to-day affairs of the school." This response item was chosen by fifty-three percent of the junior high principals illustrating a significant difference between the junior high and local senior high groups. The junior high principals were nearly evenly divided between primarily believing that the principal should "manage the day-to-day affairs of the school" and primarily believing that the principal should, "lead the school in new educational directions." One junior high principal commented, "In the context of burgeoning enrollment [day-to-day management] has to come first."

Table 2

The Role of the Principal
Questions 1 - 3

Descriptor	NASSP	C.C.S.D. Sr. High	C.C.S.D. Jr. High
	%	%	%
The principal should . . .			
1a. Represent Interests of <u>Parents, Leaders, Patrons</u>	25	40	32
or . . .			
1b. <u>Take Initiative in School Policy Development</u>	75	60	68
2a. <u>Manage Day to Day Affairs of School</u>	35	27*	53
or . . .			
2b. <u>Lead the School in New Educational Directions</u>	65	67	47
3a. <u>Play Major Role in Establishing Agenda & Issues</u>	18	7	21
or . . .			
3b. <u>Share Decision Making With the Faculty</u>	82	93	79

Note: "*" = significant difference at the .05 confidence
level between local senior high and junior high groups.

Another said that the answer depends on the size of the school and that the larger the school population becomes, the more day-to-day management becomes a priority. A third junior high principal also indirectly commented on size saying, "We try, but find ourselves doing more day-to-day management than leadership." One junior high principal responded to the "lead the school in new educational directions" choice by saying, "I know some principals who lead so far ahead, no one ever catches up with them."

For question three, all the response groups largely preferred "sharing decision making with the faculty on important issues" rather than the principal "playing the major role in establishing and deciding the important issues" in the school. Three senior high and three junior high principals commented that sharing the decision making involved the principal establishing an agenda; that the principal is an "initiator and quality assurance expert." Only one junior high principal said, "Most teachers don't want to be involved."

Principal Satisfaction

Personal satisfaction with different aspects of the principalship were measured in question four. Nearly all of the principals in all three of the groups were satisfied or very satisfied with the realization of their own expectations of the job. The junior high group response percentages more nearly matched the national group than did

the local senior high group, but overall there were no
significant differences among the three groups in
realization of job expectations. Overall the same pattern
of no significant differences among the three group
responses repeated itself through item four with one notable
exception; the amount of time devoted to the job.

In item four, Table 3, satisfaction with salary was the
item that most evenly divided the response choices among the
three groups. Roughly one quarter of each group was not
satisfied with their present salary, one quarter of each
group was very satisfied with their present salary, and one-
half of each group was satisfied. One junior high principal
commented on salary satisfaction, "I'm not only very
satisfied, but thankful. Never in my wildest dreams . . ."

Satisfaction in the amount of assistance received from
superiors is largely evenly divided between satisfied and
very satisfied for the local senior high group. Only one
local senior high principal reported being not satisfied.
Twenty-six percent of the junior high group responded that
they were very satisfied while sixty-three percent were
satisfied. Two junior high principals clarified their
responses to this item, saying, "I'm satisfied that I
receive very little direction," and "Very satisfied, because
they said they would leave us alone and parents who call are
referred back to the school."

The last three parts of item four measured principal
satisfaction in terms of rapport with teachers, students,

and parents/community. For all three of these items, very satisfied was the largest response category in each group of principals. One high school principal responded, "I am very satisfied with the parent rapport among those I have dealings with, but I would like to see more parent involvement." All three groups reported the greatest satisfaction in their rapport with students. More than sixty percent of each group was very satisfied with student rapport.

Time Spent and Time Allocation

In item 4, Table 3, a significant difference was shown between both the national and the local senior high groups in relation to the junior high groups in terms of time on the job. Thirty-seven percent of the junior high principals were very satisfied with "amount of time devoted to the job," as compared to fifteen percent of the national group and only seven percent (one principal) in the local senior high group. In all fairness, eighty percent of the local senior high principals were satisfied with the amount of time spent so that for all three groups, the not satisfied range was from thirteen percent (the local senior high group) to twenty-two percent (the national group.) Three junior high principals commented on their dissatisfaction with the amount of time spent on the job, one simply saying, "Far too much time." One junior high principal looked at time in terms of asking and responding to the question,

Table 3

Principal Satisfaction
Question 4

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%

Are you satisfied with . . .

4a. Realization of Job Expectations?

Not Satisfied	3	7	11
Satisfied	54	40	53
Very Satisfied	43	53	37

4b. Amount of Time Devoted to Job?

Not Satisfied	22	13	16
Satisfied	63	80*	37**
Very Satisfied	15	7*	47**

4c. Results That You Achieve?

Not Satisfied	7	0	11
Satisfied	52***	80	58
Very Satisfied	41***	20	32

4d. Salary You Receive?

Not Satisfied	16	27	26
Satisfied	65	47	42
Very Satisfied	19	27	32

4e. Assistance You Receive From Superiors?

Not Satisfied	18	7	11
Satisfied	48	47	63
Very Satisfied	34	47	26

4f. Rapport You Have With Teachers?

Not Satisfied	4	0	5
Satisfied	39	40	42
Very Satisfied	57	60	53

Table 3 (continued)

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Are you satisfied with . . .			
4g. Rapport You Have With Students?			
Not Satisfied	1	0	6
Satisfied	36	27	21
Very Satisfied	63	73	64
4h. Rapport You Have With Parents and Community?			
Not Satisfied	2	0	6
Satisfied	44	40	47
Very Satisfied	54	60	47

Note: * = significant difference at the .05 confidence
level between local senior high and junior high groups.
** = between junior high and national groups.
*** = between national and local senior high groups.

Table 4

Principals' Average Hours per Week at Job
Question 6

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
40-44 hours	2	0	0
45-49 hours	12	7	26
50-54 hours	32	27	26
55-59 hours	27	47	26
60 plus hours	27	20	21

"Where do you spend your efforts? I like to spend quality time accomplishing/doing certain things." The senior high principals' comments were more situation accepting. Two responded that the time spent is an expected and accepted part of the job. Table 4 includes responses to question six, the average number of hours each principal spent on the job per week. Not even one local principal spent less than forty-five hours per week on the job. Nearly seventy percent of high school principals spent more than fifty-five hours per week while nearly fifty percent of junior high principals spent more than fifty-five hours per week. One senior high principal asked if there was a category labeled, "eighty plus hours." One junior high principal and one senior high principal expressed regret at the number of hours spent on the job at the expense of family time. There were no significant differences among the three groups in terms of hours spent on the job, although in the category of forty-five to forty-nine hours per week, differences between the local senior high group response of seven percent and the junior high group response of twenty-six percent approached significance at the .05 level of confidence.

Item five of the questionnaire, illustrated in Table 5, required each principal to rank nine areas of responsibility, first in how they do spend their time during the work week and secondly how they feel they should be spending their time.

Table 5

Principals' Time Allocation
Question 5

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
Intragroup Rank Order Correlations:			
	.627	.527	.445
	Rank Do – Should	Rank Do – Should	Rank Do – Should
Management	1 – 3	1 – 5	2 – 4.5
Personnel	2 – 2	2 – 2	1 – 1
Student Activities	3 – 4	4 – 3	6 – 6.5
Program Development	4 – 1	3 – 1	4 – 2
Student Behavior	5 – 8	6.5 – 9	3 – 8
District Office	6 – 9	5 – 8	7 – 9
Community	7 – 6	6.5 – 6	8 – 6.5
Planning	8 – 5	8 – 4	5 – 3
Professional Development	9 – 7	9 – 7	9 – 4.5

Spearman's rho Intergroup Rank Order Correlations

DO Spend Time During Week:
NASSP by C.C.S.D. Senior High – Spearman's rho = .954
NASSP by C.C.S.D. Junior High – Spearman's rho = .783
C.C.S.D. Sr. High by C.C.S.D. Jr. High
                         – Spearman's rho = .711

SHOULD Spend Time During Week:
NASSP by C.C.S.D. Senior High – Spearman's rho = .933
NASSP by C.C.S.D. Junior High – Spearman's rho = .823
C.C.S.D. Sr. High by C.C.S.D. Jr. High
                         – Spearman's rho = .798

Note: Spearman's rho rank order correlation coefficients
were calculated using the Pearson coefficient for ranks
which permits ties within the ranked group. (Shavelson,
1981:207-209)

An alpha error criterion of .05 significance level must equal or exceed .683 to be significant. For the local senior high principals, the first three areas where they do spend time during a typical work week were 1) office, budget, and daily management tasks; 2) personnel interactions; and 3) program development. These same principals indicated they should be allocating their time to program development, personnel interactions, and student activities. Two of the top three areas of responsibility were on both the do spend time and the should spend time lists of the local senior high principals. Personnel time; time spent on evaluating, advising, conferring, or recruiting personnel; ranked second on both lists. This indicated that the local senior high principals were spending their time, at least in two critical areas, nearly as they felt it should be spent. District office and student behavior were the two areas where they felt they should be spending the least amount of time per week, but in actuality the do spend time rankings for these items were five and six respectively. The senior high principals actually spent the least amount of time on long range planning and professional development. The intragroup correlation for the local senior high principals was .527, indicating that for only approximately fifty percent of the time the principals allocated their time as they felt it should be allocated.

The junior high principals' intragroup correlation at .445 was less than that of the other groups. Personnel time was ranked first on both their do spend time and their should spend time allocations. The remainder of the paired items were two or more rankings apart from each other. The junior high principals ranked personnel, management tasks, and student behavior as their top three do spend time items, while ranking personnel, program development, and long range planning as their top three should spend time items. They actually spent the least amount of time on community and program development, but, felt that student behavior and district office time allocations should be the areas of least time spent per week. All three principal groups ranked student behavior as an eight or a nine on their should spend time allocation but the junior high principals gave it a do spend time ranking of three while the other two groups ranked it midway in do spend time allocations. This was further developed and discussed in Chapter 5.

Significant correlations were found in all of the intergroup comparisons. The local senior high principals had the greatest correlation with the NASSP principals. Correlations in excess of .9 were calculated for both how they do spend time and how they should spend time. Correlations between the local senior high principals and the junior high principals were weakest, although at .711 for how they do spend time and at .798 for how they should spend time, there was significant agreement between these

two groups. Figure 1 and Figure 2 in Chapter 5, as well as Table 5 graphically depict these correlations. Overall there is a greater comparison among how all three groups do spend their time and among how all three groups should spend their time, than there is within any one group's comparison of do spend time to should spend time.

Job Characteristics Satisfaction Ratings

Principals' realizations of their jobs in terms of self-respect, independent thought and action, self-fulfillment and job security, did not meet their expectations; but they came close to doing so. Questions seven, eight, nine, and ten addressed these job characteristics and the response results were listed in Table 6. In the job characteristics, both the local senior high and the junior high principals nearly had a one hundred percent response rate in feeling they should receive much respect, much self-fulfillment, and much opportunity for independent thought and action. In terms of what they felt they do get for each of these characteristics, the response rates were still positive but included the moderate as well as the much categories. Only one or two principals from either group felt that they had little opportunity for independent thought and action, little respect, or little self-fulfillment. It is significant that only in the characteristic of opportunity for independent thought and action did the junior high principals choose moderate more frequently than much. The

junior high principals frequently commented on this item,
saying: "The key is independent action." "I tend to do what
I want to do." "Problematically, it is no problem."
"Sometimes the way we look at things restricts us more than
the way things are." and from other points of view: "The
problem is that we have nineteen independent thinkers."
"When kids transfer within the district, it's [as if they
were transferring to] a different country."

Job security had a unique response set. More senior
high principals (eighty-seven percent) rated themselves as
do have much job security then those (eighty percent) that
rated themselves as should have job security. One senior
high principal said, "The title [Principal] should not carry
job security." The junior high principals were not as job
secure. Ninety-five percent felt they should have much job
security yet eleven percent felt they had little job
security; thirty-two percent had a moderate amount, and only
fifty-eight percent had much job security. One said, "There
is no such thing as job security." Another said, "You are
only as good as your last mistake. You are of value only as
long as C.C.S.D. says you are, then you are cast out. I was
told that when I took the job." Another remarked, "It is
all under the watchful eye of scrutiny. One slip and here
we go; more susceptible then meets the eye. There are lots
of bosses, parents, and you can lose the position and your
identity, not just the job." One said, " It [job security]
is balanced. It keeps me going." And, perhaps the best

Table 6

Questions 7, 8, 9, 10

Descriptor	NASSP	C.C.S.D. Sr. High	C.C.S.D. Jr. High
	%	%	%
7a. Respect You Feel You SHOULD Get			
Little	NA	0	5
Moderate	NA	7	11
Much	NA	93	84
7b. Respect You Feel You DO Get			
Little	5	0	11
Moderate	27	27	37
Much	69	73	53
8a. Opportunity Independent Thought/Action SHOULD Get			
Little	NA	0	0
Moderate	NA	0	5
Much	NA	100	96
8b Opportunity Independent Thought/Action DO Get			
Little	7	0	11
Moderate	27	40	53
Much	66	60	37
9a. Self-Fulfillment Position SHOULD Provide			
Little	NA	0	0
Moderate	NA	0	0
Much	NA	100	100
9b. Self-Fulfillment Position DOES Provide			
Little	6	7	0
Moderate	28	13	27
Much	66	80	63
10a. Job Security You SHOULD Have			
Little	NA	0	0
Moderate	NA	20	5
Much	NA	80	95
10b. Job Security You DO Have			
Little	11	0	11
Moderate	26	13	32
Much	64*	87**	58

Note: * = significant difference at the .05 confidence
level between national and local senior high groups.
** = between local senior high and junior high groups.

junior high philosopher said, "You have as much security as you are a professional. My pressure was perceived in getting the job, not once I have gotten it. Ninety percent is you come on time, do the job, and know what you are doing."

Roadblocks for Principals

The principals were given a list of factors (Table 7) that are sometimes "roadblocks," preventing them from doing the job they would like to do. Each principal was asked to designate for each item if it had been an actual personal roadblock within the last two years. Each item in question eleven could be rated as "Not a Roadblock," Somewhat of a Roadblock," or "A Serious Roadblock. For comparison purposes, raw response data from "Somewhat of a Roadblock" and "A Serious Roadblock" were summed before percent analyses comparisons were made for significant differences.

Parents apathetic or irresponsible about their children was the number one roadblock for junior high principals, with a one-hundred percent response rate, which included thirteen of the nineteen junior high principals rating this roadblock as serious. Eighty-seven percent of the senior high principals also considered apathetic parents a roadblock, with five individuals responding to the item as a serious problem. One high school principal called apathetic parents, the "biggest problem in our community." Nationally, this item ranked number four among the NASSP

principals with a seventy percent response rate. Related to the apathetic parents, was the item concerning problem students (apathetic, hostile, etc.) Sixty percent of the local senior high principals and seventy-four percent of the junior high principals considered them a roadblock. This response related to the previous time allocation item in which junior high principals ranked student behavior as their number three item to which they allocated do spend time compared to the number eight ranking they felt it should be allocated.

Three items had identical C.C.S.D. response percentages of eighty-seven percent among the local senior high principals and response percentages of seventy-nine percent among the junior high principals. Time taken by administrative detail at the expense of more important matters was the first of these three identical response percentages items. Administrative detail was the number one roadblock among the NASSP principals with a response of eighty-three percent. One junior high principal said, "I don't let those things bother me," but most responded with comments such as, "A time robber. It [administrative detail] does not limit us on the big stuff, but it does limit us on cultivating relationships with the staff. There is so much detail." Another called it, "outside control in the form of paperwork for someone else . . . things you cannot control that other people think are important to your school but really are not."

Table 7

Roadblocks for Principals
Question 11

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Admin. Details	83	87	79
Lack Time for Self	79*	47	47***
Lack of Funds	76*	53	74
Apathetic Parents	70	87	100***
New State Guidelines	69	80	74
Time w/ Stud. Act's.	68	60	37***
Variations in Tchrs.	64*	93**	58
Lack of Time - Tchr.			
Profess. Develop.	62*	87	79
Insufficient Space	61*	87	79
Change Resistance	57	60	69
Problem Students	55	60	74
Defective Communic.			
among Adminis.	55	73	79***
Traditions	51	33	26***
Collective Bargaining	45*	67	63
Community Pressure	34	27	26
No Dist. Flexibility	33*	67	58***
Central Office Admin.	32*	53	53
Lack Admin. Assist.	29	33	21
Teacher Shortage	25	20	21
Lack Good Office Help	27	40	26
Lack Opp'ty. To			
Select Teachers	21*	53	53***
Small Student Body	20	33**	63***
Teachers Lack			
Content Knowledge	16*	47	37
Large Student Body	15	33**	63***

Note: "Somewhat" and "Serious" response choices were summed.
Note: * = Significant Difference at the .05 level Between NASSP and Local Senior High Principals.
** = Between Local Senior High and Junior High Principals.
*** = Between NASSP and Junior High Principals.

Insufficient space and physical facilities was the second of the three identical response items. "The facility itself and the impingement of facility space considerations on other aspects of the program," commented one junior high principal, "is a serious roadblock." Seven junior high principals rated insufficient space as a serious roadblock comparable to the six junior high principals who also rated as serious, "too large a student population." This, and the third identical percentage item, "Lack of time for teacher professional development," was commented on below.

New state guidelines and requirements were considered a roadblock by eighty percent of the local senior high principals and seventy-four percent of the junior high principals. A senior high principal called the curriculum requirements, "a crime," while two junior high principals commented on the "trickle-down" pressures of the state requirements and the "inflexibility" left in curriculum development and curriculum choices.

Ten significant differences were found between the NASSP and the local senior high principals. Nine significant differences were found between the NASSP and the junior high principals. Three of these differences are worth noting as being common to both the NASSP-local senior high and to the NASSP-junior high comparisons. Lack of time for self was rated the number two roadblock by the national group of principals with a seventy-nine percent response rate. Both of the local C.C.S.D. groups gave it a forty-

seven percent response rate with only one comment from a senior high principal who said, "I make my own time." These local responses are consistent with the previously discussed item four that measured satisfaction with the amount of time spent on the job. In general, it may reasonably be concluded that local senior high and junior high principals were accepting of, felt successful with, and were moderately satisfied with the amount of time they spend on the job.

In significant contrast, when compared to the national group, both local groups were not satisfied with what they consider a lack of district flexibility (all schools conform to the same policy.) Nationally, a lack of district flexibility had a response rate of thirty-three percent while locally, the senior high principals gave it a response rate of sixty-seven percent and the junior high principals gave it a response rate of fifty-eight percent. Confusing the issue, one junior high principal remarked, "This is a roadblock," while another said, "This is a problem because they don't make us conform." In general, lack of district flexibility was interpreted as a concern of more than one-half of the local principals.

A lack of opportunity to select their own teachers was also a major roadblock of the local principals but not the NASSP principals. Lack of opportunity to select staff was considered a roadblock by twenty-one percent of the NASSP principals. Locally, both groups gave it a fifty-three percent response as a roadblock within the last two years.

One junior high principal clarified the local situation
saying that, "We [principals] do not hire them. They
[central office personnel] do the hiring and we select from
that pool." Another emphasized that, "The inability to have
direct input into teacher selection and personnel employment
[is a serious roadblock."] One high school principal also
said that teachers were all from a "pool someone else has
chosen." Another high school principal said that, Because
of longevity my staff was here when I came, selected for
me." A related item, "Teacher shortage or teacher
turnover," was seen as a roadblock by only twenty percent of
both local groups, but another related item, "Variations in
the ability and dedication of staff," was the highest
ranking roadblock (ninety-three percent) of the local senior
high principals. One senior high principal said, "I give
speeches on this subject. The greatest percentage of our
teachers graduated in the Sixties and are now nearing
retirement. The talent is not there to replace them."
Fifty-eight percent of the junior high group reported
"Variations in the ability and dedication of staff" as a
roadblock making this item one of significant difference
both between the NASSP and the local senior high principals;
and between the local senior high and the junior high
principals. Local senior high principals were extremely
concerned at this roadblock while the other two groups were
moderately concerned. One junior high principal voiced
dismay at the lack of "teacher opportunity to become diverse

and see other teachers." This related to one principal's concern at the "lack of time to inservice staff," which related to another roadblock item, the "Inability to provide teacher time for planning or professional development," chosen by eighty-seven percent of the local senior high principals and seventy-nine percent of the junior high principals as a roadblock. Looking at the raw data, seven junior high principals and six senior high principals rated lack of teacher professional development time as a serious roadblock. One senior high principal reported this as, "C.C.S.D.'s biggest albatross," while a junior high principal said that the local Professional Development Programs (PDP'S) have helped to improve the situation.

In conclusion, the local principals had strong concerns regarding teacher selection, staff variation, and staff development. Well over one-half of the local principals felt that each of these items had been a roadblock to quality education during the last two years at their sites.

Only three significant differences were found between the local senior high and the local junior high principals. The item, "Variation in teacher ability" was discussed in the previous paragraph. The other two roadblock items concerned "Too small a student body" and "Too large a student body." The significant comparisons for these items were identical. In both cases, sixty-three percent of the junior high principals regarded these items as roadblocks while thirty-three percent of high school principals did so.

In each case the raw data revealed six junior high and three senior high principals considering these items a "serious" roadblock. The only reasonable interpretation of this item was that a large disparity existed in over one-half of the junior highs and in some of the senior highs in distributing the school district student population and that these differences were serious roadblocks to effective schools in cases of both too large and too small a student body population.

The principals were also given an "Other" choice in the roadblock item of the questionnaire. They were encouraged to identify "roadblocks" that had not already been mentioned but yet ones they felt were serious actual hindrances to their doing effective jobs. The principals commented on the "Other" item, but most of their comments were further clarification of roadblocks they had already defined as serious but felt strongly enough about to warrent further comment. These roadblock related comments were incorporated into the above discussion. The remaining "Other Roadblocks" were non-duplicated items and were listed as follows:

. Junior High - "Central office changes and a lack of communication and involvement with us."

. Junior High - "Use of band fund monies."

. Junior High - "Disparity between what is said is important and what becomes important to central office personnel. What we say and what we do are often different."

. Junior High - "The view of school in the press."

. Junior High - "Requirements in the C.C.S.D. such as ability grouping - A roadblock to curriculum planning and scheduling."

. Junior High - "Prejudice - masked within the community and through the Clark County Classroom Teachers Association."

. Junior High - "Personal contacts with staff. I would like to have more time to visit, inform, react."

. Junior High - "Inexperience on the job."

. Junior High - Special Education requirements fail to appropriately address the Least Restrictive Environment of Public Law 94-142. They teach the learning disabled but do not teach learning disabled remediation."

. Senior High - "Dealing with the C.C.S.D. Facilities Division to get things done for our program."

. Senior High - "This school board. It has done more to mess up education than any other group of seven individuals."

. Senior High - "Idiot parents, religious nuts, lawsuits, and athletic school parents."

. Senior High - "Maintenance support and central office classified staff support."

Looking at the obverse side, it was also noted which items were not considered roadblocks by the local principals. Lack of competent administrative assistance, lack of competent office help, and long-standing traditions in the school or in the district were roadblocks to less

than approximately thirty-five percent of the local
principals. Community pressure was a roadblock to only
twenty-seven percent of the senior high principals and to
only twenty-six percent of the junior high principals.

Conclusions: Research Question One

Research question one read, "What are the problems that
interfere with the completion of job related tasks of Clark
County School District secondary principals?" (a) How do
these results compare between local junior high and local
senior high leaders? (b) How do these results compare to a
national survey by the National Association of Secondary
School Principals that includes a majority of the same
survey questions?

It is apparent from the research response that problems
relating to the principals' job related tasks included
managing the day-to-day tasks of administrative detail and
student behavior in the context of developing an atmosphere
of shared decision making and long range planning. The
local C.C.S.D. principals wanted to spend time on program
development and all the aspects of personnel selection,
personnel staff development, and personnel interaction but
even with fifty-five hour work weeks they were hindered by
the constraints of time, apathetic parents, apathetic
students, central office site control and detail demands,
student population and facility space constraints, and state
guidelines. Despite these problems, the local principals

were, on the whole, satisfied with their career selection and their job performance. They had not given up on either themselves or the students. They seemed to find the most satisfaction in their daily student, teacher, and parent contacts.

Comparisons between the local senior high principals and the junior high principals revealed only seven significant differences at the .05 level of confidence between the two groups for the eighty-five response choices in research question one. These differences included roadblocks dealing with the size of student population and satisfaction with time devoted to the job. These findings were not quantitatively significant enough to reject the null hypothesis for part (a) of research question one. The local senior high and the local junior high responses were even more similar than that of the NASSP senior high and local senior high principals.

Comparisons of the local principal responses with the national NASSP responses revealed that of the eighty-five comparable response choices for research question one, only twenty-four could be considered significantly different at the .05 level of confidence. This included thirteen local senior high group choices and eleven junior high choices. There was not a discernable pattern to these differences but, in general, there was more principalship job satisfaction and more problems with central office among the local groups than among the NASSP principals studied.

Again, these findings were not quantitatively significant enough to reject the null hypothesis for part (b) of research question one.

<u>Principals' Views and Beliefs</u>
<u>Selected Educational Issues</u>

Research question two read, "What are the views and beliefs of C.C.S.D. secondary principals on selected educational issues?" (a) How do these compare between junior high and senior high leaders? (b) How do these compare to the national group in the NASSP study? Five questions in this study provided principal response data to analyze the principals' views and beliefs on conditions and issues that influence secondary education programs. This data was quantitatively analyzed as described in Chapter 3 and principal comments were qualitatively reported as enrichment to the data.

<u>Educational Purpose of American Schools</u>

The principals were asked to read and then rank from most important to least important, eleven statements concerning the educational purpose of American schools. The principals' ranked responses are shown in Table 8. "I have to rank these?! No way! God, Yes, they are all important! How do you compare basic skills to self-concept? Self-concept must occur before anything happens, but basic skills are our number one purpose," exclaimed one high school principal. All three groups ranked the acquisition of basic

skills as the most important purpose of American education. The development of skills and practice in critical intellectual inquiry and problem solving was ranked second in importance by both the C.C.S.D. senior high and the junior high principals while the NASSP group ranked this item third in importance. A high school principal said that critical intellectual inquiry education is, "My answer to a push button society." Development of positive self-concept and good human relations was ranked third in importance by the local groups, but ranked second in the national survey. In general, all three groups had significant correlations of better than .8 in their rankings of the eleven items. Physical fitness and leisure time sports were ranked tenth in importance by both the national and the local senior high principals while the junior high principals ranked this item as number eleven. Appreciation for and experience with the fine arts was ranked last in importance by both senior high groups, and ranked as tenth by the junior high principals. One high school principal said that including fine arts among the items was including "a ringer." "Fine arts is a specific among generals. It is important to me, but not in the overall realm of education."

The greatest disparity among the rankings involved the item, development of skills to operate in a technological society. Junior high principals ranked this fourth, local senior high principals ranked it sixth, and the NASSP group ranked it eighth in importance. A C.C.S.D. junior high

course of study involving principles of technology was replacing the more standard wood and metal shop electives as this study was being conducted and this may have influenced the junior high response to this item.

Two senior high principals and one junior high principal requested a copy of question twelve as a reference to assist them in developing mission statements at their schools. Three of the junior high principals chose to comment on the item, development of moral and spiritual values, pointing out their agreement with the term, moral, but not agreeing with the inclusion of spiritual development as part of the purpose of American schools. "I have an inner conflict," said one junior high principal, "but, because of the society we live in, we have to teach them moral and ethical values, before we can teach them the academics." In general, the principals commented on the completeness of the list of items, agreeing all were important, but that time in school could not begin to fulfill the educational intent of every item. A junior high principal stated, "We are asked to do everything for kids. City recreation should do athletics. City transportation should do our busses. We are here for reading and writing but down deep inside, we know we need to do positive self-concept first." One junior high principal paraphrased Max Lerner, saying, "All schools can ever do is provide students with the tools to become an educated man."

Table 8

Principals' Views
Educational Purpose of American Schools
Question 12

Descriptor	NASSP	C.C.S.D. Sr. High	C.C.S.D. Jr. High
To develop . . .	Rank	Rank	Rank
Acquisition of Basic Skills	1	1	1
Positive Self-Concept/Relations	2	3	3
Inquiry/Problem Solving Skills	3	2	2
Changing World Preparation	4	5	5.5
Moral & Spiritual Values	5	9	5.5
Career Planning & Training	6	8	7.5
Knowledge American Value System	7	4	7.5
Technological Society Skills	8	6	4
Family Life Preparation	9	7	9
Physical Fitness/Leisure Sports	10	10	11
Fine Arts Exper./Appreciation	11	11	10

Spearman's rho Intergroup Rank Order Correlations

NASSP by C.C.S.D. Senior High – Spearman's rho = .818
NASSP by C.C.S.D. Junior High – Spearman's rho = .886
C.C.S.D. Sr. High by C.C.S.D. Jr. High
– Spearman's rho = .840

Note: Spearman's rho rank order correlation coefficients were calculated using the Pearson coefficient for ranks which permits ties within the ranked group. (Shavelson, 1981:207-209)

Note: An alpha error criterion of .05 significance level must equal or exceed .620 to be significant. All of the above correlations were significant.

<u>Teacher Skills and Principal-Teacher Interaction</u>

The principals were asked to select three of the most important skills and characteristics of a "good" teacher from a list of ten characteristics. Table 9 listed the characteristics chosen by the principals ranked from one, the most frequently chosen item, through ten, the least frequently chosen item.

Competence in subject matter knowledge was the most frequently chosen item by the NASSP principals followed by competence in adjusting instruction to the varying learning styles and learning skills of the students. The local senior high principals split their choice for the most frequently chosen item between competence in subject matter knowledge and interpersonal skills in working with students, parents, and colleagues. The junior high principals ranked interpersonal skills first and subject matter knowledge second. Competence in methods of instruction was ranked third by the local senior high principals, and ranked fourth by the other two groups. Although the rank order varied somewhat, in general all three groups chose "good" teacher characteristics in terms of competence in: interpersonal skills, subject matter knowledge, adjusting instruction to varying learning styles, and knowledge of methods of instruction. One junior high principal explained choosing subject matter knowledge before methods of instruction by saying, "I feel I can help with methods if they [teachers] know their subjects."

Several of the principals gave their own definitions of a "good" teacher. One junior high principal said, "A teacher has to be a good person; one who is flexible and cares equally about self and others. The teacher does not have to know subject matter so much as to be willing to teach it and like kids." A high school principal defined "great" teachers as being, "great entertainers, sharing pearls of wisdom, and teaching with an 'A-to-Z' flow so natural students are wrapped up in it." Another high school principal maintained that teaching techniques "can be refined and new ones taught, but the basic teacher ability to share, motivate, lead, and entertain is innate in good teachers, who are gifted with the [teaching] ability." The local principals spent a great deal of time with teachers in informal discussion of teaching and in classroom visitation; (also Table 9) more so than the national group. Although the questionnaire item only went to ten plus hours per week spent in informal teaching discussion, a junior high and a senior high principal said that they spent twenty plus hours per week with teachers, often in meetings with committees or department coordinators. A junior high principal said, "There is lots of discussion about teaching that you cannot avoid." Another said, "I want to hear what they have to say. I don't want lemmings." Forty percent of the local senior high principals, in significant comparison to ten percent of the NASSP principals spent ten plus hours per week with teachers.

Table 9

Principals' Ranking of Important
Teacher Skills and Characteristics
Question 14

Descriptor	NASSP	C.C.S.D. Sr. High	C.C.S.D. Jr. High
Competence or Skill in . . .	Rank	Rank	Rank
Subject Matter Knowledge	1	1.5	2
Adjusting Instruction to Varying Learning Styles/Skills	2	5	3
Interpersonal Matters With Students/Parents/Colleagues	3	1.5	1
Methods of Instruction	4	3	4
Develop Student Self-Concept	5	4	7.5
Student Acquisition of Basic Learning Outcomes	6	9	7.5
Employee Behaviors/Work Habits	7	6	5.5
Sensitivity to Differing SES & Cultural Backgrounds	8	7	5.5
New Instructional Techniques	9.5	9	9
Developing in Students Respect for Others	9.5	9	10

Average Hours Per Week Informally Visiting
Classrooms and/or Discussing Teaching With Teachers
Question 13

Descriptor	NASSP	C.C.S.D.-Sr.	C.C.S.D.-Jr.
Number of hours:	%	%	%
None	0	0	0
1-3 hours	33	13	11
4-6 hours	45	27	42
7-9 hours	12	20	21
10 plus hours	10*	40	26

*=Significant at .05 level of confidence-NASSP x C.C.S.D.Sr.

Developments Influencing Secondary Education

The principals were asked to select from a list of twenty-three items, (Table 10) conditions or developments that they felt would influence their schools during the subsequent three to five years. They were asked to predict for each item if it would have no influence, some influence, or a strong influence. For comparison purposes, raw data from some influence and from strong influence response choices were summed before percent analyses comparisons for significant data were analyzed.

One hundred percent of the local senior high and one hundred percent of the junior high principals chose student motivation as the largest response item. Sixteen of the junior high principals felt student motivation would have a strong influence on their schools and eight of the local senior high principals also chose the strong influence response for this item. A junior high principal stated, "One of our biggest problems is getting students to do work and instilling the values to succeed." Both of the local group responses were significant in comparison to the seventy-five percent response by the NASSP principals.

Student attendance was the next highest response item by the local principals. One hundred percent of the local senior high principals and ninety-five percent of the junior high principals thought that student attendance would influence their schools. Five senior high principals and six junior high principals felt it would be a strong

influence. This is in comparison to an eighty percent response rate by the NASSP principals.

In line with student motivation and student attendance, it came as no surprise that one hundred percent of the junior high principals and ninety-three percent of the local senior high principals predicted teen emotional and psychological problems (runaways, suicides, etc.) would influence education in their schools. Eight junior high and four senior high principals felt this would be a strong influence. This is in comparison to eighty-one percent of the NASSP principals. Student alcohol abuse was also predicted as an influencing factor by one hundred percent of the senior high principals and seventy-nine percent of the junior high principals although only three local principals felt it would be a strong influence. Eighty-three percent of the NASSP principals felt that student alcohol abuse would influence education in their schools. One local high school principal said that alcohol abuse by teenagers was a bigger problem than drugs, in its effect on education. Most of the other principals seemed to agree as student drug abuse was predicted as a future influence on education by eighty percent of the national principals and eighty-seven percent of the local senior high principals. Only the junior high principals response percentages for these items were identical, with seventy-nine percent predicting an educational influence by both student alcohol and student drug abuse.

Table 10

Conditions and Developments
Principals Think Will Affect Their Schools
Question 15

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Child Abuse	88	80	95
Community Participation	86	87	95
Teen Sexual Activity	85	67	90
Student Alcohol Abuse	83	100	79
Teacher Motivation	82	87	89
Youth Unemployment	82*	60	47***
Teen Psychological/ Emotional Problems	81	93	100
Student Attendance	80	100	95
New Technologies	80	93	100
Student Drug Abuse	80	87	79
Graduation Requirements	78	93	74
Teacher Competency	78	87	84
Demand for Basics	78	80	74
Teacher Shortage	77	67	60
Schools Accountability	76	93	74
Student Motivation	75*	100	100***
Youth Gang Activity	74	67**	95
Enrollment Plus/Minus	73	93	95
Competency Testing	73	67	68
Gov't. Funding Changes	71	67	74
Family Structure Change	68	80	95***
Economy of This Area	62	73	84
AIDS	NA	47	63

Note: * = significant difference at the .05 confidence level
between national and local senior high groups.
    ** = between local senior high and junior high groups.
  *** = between national and junior high groups.

Fourteen junior high principals predicted that the changing family structure would be a strong influence at their sites with a total response by ninety-five percent of the junior high group predicting this item as an influence on education. This was in significant comparison to the NASSP sixty-eight percent influence response rate. Eighty percent of the local senior high principals felt that changing family structure would influence their sites, but only four gave it a strong influence response. One of the four high school principals stated, "This item deserves ten stars," [as a serious educational influence.]

Three local senior high and six junior high principals saw teen sexual activity as a strong influence, but only sixty-seven percent of the local high school principals rated it as a future influence at their schools, while ninety percent of the junior high principals thought it would be an influence. This is comparable to a national influence response of eighty-five percent.

New technologies, especially computers, was a strong influence for eight junior high and six local senior high principals. One hundred percent of the junior high principals and ninety-three percent of the senior high principals foresaw new technologies influencing their schools. Eighty percent of the NASSP principals regarded it as a future influence.

Enrollment increase or decline was chosen as a strong influence by fifteen junior high principals and eight senior

high principals. This item approached significance with a NASSP seventy-three percent influence response compared to the local senior high influence response of ninety-three percent and the similar junior high response of ninety-five percent. A senior high principal remarked that student population growth was causing numerous attendance zone and building plan changes in the district that would impact every principal. Another said that the area population influx would continue to cause administrative changes. A junior high principal said, "District enrollment increases are going to cut the guts out [of my school] when we are rezoned."

Three personnel items including teacher competency and accountability, teacher incentives and motivation, and teacher shortage were the items most frequently commented on by the local principals. One junior high principal gave all three items a "No influence on my school" response and then added, "I hope, I hope, I hope." Another said that special education teacher shortages were already an influence. A high school principal commented, "Finding and hiring quality teachers will be a serious future problem." One said, "There will be no shortage of teachers, just a shortage of good teachers." Teacher shortage having an influence in the next three to five years was given a seventy-seven percent response by the NASSP principals, but consistent with questionnaire item eleven, Roadblocks for Principals, again the local principals saw teacher shortage as being less of a

problem than the NASSP national group. Sixty-seven percent
of the local senior high principals and sixty percent of the
junior high principals considered it to be a future
influence. Teacher motivation was rated as a potential
serious influence by ten junior high principals and three
local senior high principals. Eighty-nine percent of the
junior high principals, eighty-seven percent of the senior
high principals, and eighty-two percent of NASSP principals
felt that teacher motivation would be an influence in their
schools in the near future. Teacher competency as a future
influence was also rated in the mid-eighty percent range by
the local principals and at seventy-eight percent by the
NASSP principals.

Only two items from the list of twenty-three education
influencing conditions or developments were selected by less
than sixty percent of the local principals as having an
influence at their particular sites. Youth unemployment was
chosen by eighty-two percent of the NASSP principals as
being a probable influence in their schools within the next
three to five years. The C.C.S.D. high school principals
had a significant difference to the NASSP group by having
only a sixty percent response rate to this item as being an
influence. The junior high principals response of forty-
seven percent was also significantly different from the
NASSP response. Only one local principal foresaw this as
being a serious influence. As one local high school
principal noted, "We are kind of fortunate in this

community. There is lots of youth employment."

AIDS was the only other item with a lower than sixty percent influence response. This factor was not part of the original survey by the NASSP, but was added as a timely concern to the local surveys. Sixty-three percent of the junior high principals said that AIDS would influence their educational programs in the next three to five years; three principals said it would be a serious influence. Forty-seven percent of the high school principals felt it would influence their schools; only two of them felt it would be a serious influence.

The last part of question fifteen asked if principals had an "Other" item to add to the list of factors or conditions influencing education within the next three to five years. Most of the principals seemed to agree with the junior high principal who said, "This is a pretty comprehensive list." But, there were a few who had other items to add that they felt would soon influence education at their sites. These included:

. Junior High - "Lack of parental involvement in childrens' education."

. Junior High - "Finances in general. Are they [the public] willing to pay for what they get?"

. Junior High - "An increase in minority student strategies (ESL/Poverty) for ways to learn methodologies for use with At-Risk students and with dysfunctional families."

. Junior High - "Parental supervision of children"

. Junior High - "Homosexuality in the open, different lifestyles, different family committments."

. Junior High - "Drug babies growing up to school age."

. High School - "Society's attitudes of beating the system and quick decisions."

. High School - "The length of the school day."

. High School - "An outdated curriculum."

As one local principal said after making responses to each item on the list, "None change the pendulum so much that I can't keep up with it."

Parent and Community Involvement

The principals were asked to select, from fifteen possible choices, the areas in which they would welcome parent and/or community involvement (Table 11). The principals were encouraged to select as many of the fifteen areas as they saw fit, to include parents or community. There was not a limit on the number of choices they could make.

In general, the local principals' responses indicated they would welcome more parent and community involvement than their NASSP counterparts. The local senior high principals wanted significantly more parent involvement than the NASSP principals in the areas of fund raising for school projects, review and evaluation of instructional materials, and in curriculum and instruction evaluation. The junior high principals wanted significantly more parent involvement

then the NASSP principals in the areas of fund raising for school projects, student activities supervision, instructional assistance for classroom teachers, and in reviewing and evaluating instructional materials. The local principals wanted the most parent involvement in the area of fund raising. They also favored parent involvement in student activities supervision, reviewing and evaluating instructional materials, and to a lesser extent in volunteering services for general administrative tasks, developing rules and procedures for student discipline, planning student activities, and in assisting teachers in the classroom.

Approximately fifty percent of both local principal groups favored parent and community involvement in curriculum development. One junior high principal said that parents should give their input into what needs to be developed, but to leave the actual development to educators. A high school principal also said to leave curriculum development "to the experts." Another high school principal said that parents "cannot relate to the educational environment" and "curriculum development should be left to professionals."

Two areas in which the principals did not want parent or community involvement were selecting and evaluating school personnel. Only approximately fifteen percent of the local principals favored involvement in these areas and less than ten percent of the national group favored parent

Table 11

Parent and Community School Involvement
Question 16

Descriptor	NASSP	C.C.S.D.-Sr.	C.C.S.D.-Jr.
	%	%	%
Fund Raising for School Foundations	64	80	74
Fund Raising for School Projects	61*	87	84***
Volunteer for General Administrative Tasks	54	47	63
Student Discipline Procedures Development	53	73**	42
Student Activities Supervision	49	60	74***
Curriculum Development	36	53	47
Student Activity Plans	32	60	47
School Climate Evaluation	29	47	47
Instructional Assistance	26	40**	79***
Review Committees for Student Appeals	24	40	37
Review School Grading/ Reporting Practices	22	40	37
Instructional Materials Review/Evaluation	21*	60	58***
Curriculum/Instruction Evaluation	21*	53**	26
Select School Personnel	6	13	5
Evaluation of Personnel	3	13	16

Note: * = significant difference at the .05 confidence level
between national and local senior high groups
    ** = between local senior high and junior high groups
    *** = between national and junior high groups

involvement in personnel matters. "Too many legalities," said one junior high principal, while another offered, "NO involvement in evaluation."

"Just to be around," and assist in "good supervision, not administration," said one junior high principal talking of parent involvement. A high school principal felt that parents and the community could assist schools to do "more work with at-risk children, earlier." "Grandparents especially," said a junior high principal. "All parents can help in some way; they do need to get involved," was the comment of a high school principal.

Conclusions: Research Question Two

Research question two read, "What are the views and beliefs of Clark County School District secondary principals on selected educational issues?" Analysis of responses of questionnaire items twelve through sixteen addressed this issue by reporting data on the C.C.S.D. principals' perceptions of the educational purpose of American schools, the characteristics of a good teacher, conditions and developments which they felt would influence their own schools, and areas of welcome parent and community involvement.

Part (a) of research question two read, "How do these compare between junior high and senior high leaders?" Out of sixty-four possible response items that related to research question number two, there were only four

significant differences at the .05 level of confidence
between the local senior high and the junior high principal
groups. Both local groups of secondary principals professed
a belief in teaching basic skills to children, yet they felt
a need to provide for positive self-concept as a readiness
requirement so that the basic skills and critical reasoning
could be taught. Both groups believed that good teachers
have interpersonal skills as well as subject matter
knowledge and that a goodly portion of the principal's time
should be spent in communicating with teachers. Both groups
foresaw a wide range of student motivation, student
attendance, teen psychological and substance problems,
within a larger context of a changed family structure as
strongly affecting education in their schools in the near
future. Both groups would welcome increased parent and
community involvement in the schools.

There were so few statistically significant differences
at the 0.05 level among administrative responses to the
questionnaire items at the intra-district (junior high
principals vs. senior high principals) comparison level that
the null hypothesis is accepted for part (a) of research
question two.

Part (b) of research question two read, "How do the
views and beliefs of Clark County School District secondary
principals on selected educational issues compare to the
national group in the National Association of Secondary
School Principals study?" There were also very few

statistically significant differences at the 0.05 confidence
level among administrative responses to the questionnaire
items at the local C.C.S.D. secondary principals vs. NASSP
national sample of high school principals comparison level.
Out of a possible sixty-four separate responses in research
question two for each principal group, there were six
significant differences between the NASSP group and the
local senior high principals; and there were seven
significant differences between the NASSP group and the
junior high principals. Not significantly so, but in
reviewing the responses to the educational issues covered in
research question two, it appeared as if the local
principals when compared to the NASSP, spent more time in
direct contact with teachers, were somewhat more concerned
(and perhaps had more of a need to be concerned) about
student motivation and student problems than the national
average, and would like more parent and community
involvement then is now provided. It is surmised that part
of the trends in these areas are due to the rapid growth and
concerns of becoming a large urban school district. Again,
the differences between the local and national principals
were not of enough significance to reject the null
hypothesis for part (b) of research question two.

Principals' Perceptions of Assistant Principals

Research question three asked, "What are the principals' perceptions of assistant principals in the Clark County School District?" (a) Is there a consistency among principals in delegating responsibilities to assistant principals? (b) How do the C.C.S.D. principals compare to the national group in delegating tasks and in their perceptions of assistant principals?

Analysis of responses of questionnaire items seventeen and eighteen addressed research question three by reporting on the myriad tasks and the degree of responsibility assigned to assistant principals by principals in the Clark County School District.

In questionnaire item seventeen, principals were given a list of forty-nine administrative tasks divided into subgroups labeled curriculum and instruction, community relations, school management, staff personnel, student activities, and student services. For each of the forty-nine items, the principals were asked to select the degree of responsibility delegated to assistant principals for administration of each task. The degree of responsibility could be designated as (01) slight - The principal does the job; (02) shared - The job is delegated with close supervision. The principal and assistant principal work together; (03) full - The assistant principal is held responsible for the job; or N/A - not applicable to the school and principal being surveyed. A summary of responses

to item seventeen is presented in two tables (Table 12A and Table 12B) for clarification between the assigned full responsibility duties and the assigned shared responsibility duties of assistant principals; and in a third table (Table 12C) for a summed response of shared and full responsibility duties of assistant principals. Questionnaire item eighteen asked the principals to rate their satisfaction with the amount of administrative assistance they receive and the quality of administrative assistance they receive from assistant principals.

Curriculum and Instruction Duties
of Assistant Principals

In the areas of curriculum and instruction, the duties of assistant principals are primarily a shared responsibility with the principal. More than fifty percent of the junior high principals and more than fifty percent of the local senior high principals shared the responsibility with their assistants for items such as teacher evaluations, the school master schedule, and school-wide examinations. Significant differences of greater than twenty-two percent were found between the local junior highs and the NASSP principals in the shared responsibility areas of feeder school articulation, evaluation of teachers, instructional materials, instructional methods, and master schedule. Significant differences were found between the local senior high principals and the NASSP in the shared responsibility areas of instructional materials and master schedule. In

the local senior high schools, textbook selection and report
card procedures were the only two curriculum and instruction
items given as full responsibility items to more than fifty
percent of the assistant principals.

Community Relations Duties of Assistant Principals

Community relations was also a shared responsibility
area among the junior high principals for four of the five
items in this area. Among the local senior high principals
only two items, informing public of school achievements and
youth-serving agencies liaison, were significantly different
than the NASSP results, in that they were shared by more
than fifty percent of the local principals with their
assistant principals. None of the items in this area were
fully delegated to assistants by more than twenty-five
percent of the principals in any of the three groups. One
item, Parent Advisory Council, the local secondary education
equivalent of a parent advisory group, was neither delegated
nor shared by more than forty percent of either local group.
Assistant principal involvement in this item was kept to a
minimum by the principals. When the delegated and shared
responsibility responses were summed, the informing public
of school achievements and youth agencies liaison items
showed significantly greater responsibility delegation by
both local groups than by the NASSP principals.

School Management Duties of Assistant Principals

In the school management area, transportation services and community use of the school facility, were delegated as full responsibility items to the local senior high and the junior high assistant principals more than fifty percent of the time. Daily school bulletins or announcements were also the fully delegated responsibility to seventy-three percent of the high school assistant principals. Five other items were fully delegated forty percent or more of the time by the local senior high principals. Other school management items such as financial accounts, school policies, and special arrangements to start or end the school year were shared responsibilities.

Of the sixteen items in the school management area, five significant differences in terms of more local C.C.S.D. delegation to assistant principals, were found between the NASSP principals and the local senior high principals; six significant differences were found between the NASSP principals and the junior high principals, and ten significant differences were found between the two local groups. Summing the fully delegated and shared responsibility items for school management still left five responses that were significantly different between NASSP and local senior high principals and five significantly different responses between the NASSP and the junior high principals.

The large number of significant differences between the

local groups may have been caused by a larger number of shared responsibilities by the junior high principals, while the local senior high principals had a greater tendency to fully delegate school management items. When the fully delegated and the shared delegation responses were summed, there were only three significant differences between the two local groups. These three significant differences were in the areas of clerical services, emergency plans, and school budget. For both clerical services and emergency plans, junior high assistant principals had at least partial responsibility more than seventy-five percent of the time while the local senior high principals had responsibility for these items only about twenty-five percent of the time. These responsibility percentages were reversed for school budget with sixty-six percent of the local high school assistant principals sharing responsibility for this item, but only thirty-seven percent of the junior high assistants involved.

Staff Personnel Duties of Assistant Principals

Junior high substitute teachers and student teachers were fully delegated to assistant principals approximately twenty percent of the time. All other staff personnel items were fully delegated by the local principals to assistant principals less than ten percent of the time. Shared responsibility for staff personnel occurred more than fifty percent of the time in the junior highs for all of the items

except student teachers and substitute teachers. These two items were given as a shared responsibility to the assistants forty-two percent of the time. When shared and full responses were summed, significant differences occured between the local senior high and junior high principals for three items; faculty meetings, new teacher orientation and substitute teachers. For each of these items, junior high assistant principals held more than twenty percent more responsibility than their local senior high peers. A fourth item, student teachers, approached significance in the same pattern of more junior high assistant principal responsibility. For both the shared responsibility response data, and for the summed shared responsibility and fully delegated data, there were four significant differences between the NASSP and the junior high populations. Faculty meeting responsibilities, new teacher orientation, teacher motivation, and teacher selection were all approximately seventy-five percent shared responsibilities of assistant principals in the junior highs while only approximately fifty percent shared or fully delegated to the NASSP principals.

Student Activities Duties of Assistant Principals

The student activities area was most frequently and completely fully delegated to assistant principals by the local senior high and the junior high principals. Among the senior high principals, all student activities items except

student council at forty-seven percent were more than fifty percent fully delegated to assistant principals. Five of the eight student activities items were more than fifty percent fully delegated by the junior high principals. Two items were significantly different between the local groups. Fifty-three percent of the senior high principals delegated full responsibility for the school club program while seventy-nine percent of the junior high principals delegated this task to assistants. Sixty-seven percent of the high school principals delegated full responsibility for the school newspaper while only thirty-two percent of the junior high principals fully delegated this control to an assistant.

When the delegated full and shared responsibility items were summed, the student activities program was delegated to assistants approximately fifty percent of the time by the NASSP principals, approximately eighty percent of the time by the local senior high principals, and approximately eighty-five to ninety-five percent of the time by the junior high principals. The student store item was an exception that was delegated to assistants less than seventy percent of the time by both local principal groups, perhaps due to the student generated funds aspect of this item.

Among the summed student activities items, there were three significant difference comparisons at the .05 level of confidence between the NASSP and the local senior high principals. There were two significant difference

comparisons between the NASSP and the junior high principals. There were no significant differences between the local principal groups.

Student Services Duties of Assistant Principals

The local senior high principals also frequently fully delegated responsibility for student services items such as special education, student attendance, and the testing program. The junior high and NASSP principals more frequently shared the responsibilities of student services. Student discipline was a significant delegation difference between the local groups for both shared and full delegation responsibilities. Sixty-eight percent of the junior high principals shared the responsibility for student discipline administration with their assistant principals. Forty-seven percent of the local high school principals fully delegated this responsibility to an assistant. Student discipline was also a significant difference at the .05 level of confidence between the sixty-eight percent shared responsibility of the junior high assistant principals and the thirty-eight percent shared responsibility of the NASSP assistant principals. When the shared responsibility response items were summed with the fully delegated response items, there were no significant differences among the three principal groups for any of the student services items.

Table 12A

Assistant Principals Profile
of Delegated Full Responsibility Duties
Question 17

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Curriculum and Instruction			
Feeder Schools	7	13	21
Teacher Evaluation	9*	33	11
Media and Materials	8	27	5
Instructional Methods	5	7	0
School-wide Exams	NA	27	26
Master Schedule	22	20	21
Staff Inservices	6	13	5
Textbook Selection	NA	53**	11
Report Card Procedures	NA	53	37
Community Relations			
Functions Representative	4	13	0
Public Information	7	13	11
Youth Groups Liaison	14	7	21
Parent Advisory Council	NA	13	16
School Public Relations	6	20	5
School Management			
Building Use - Community	NA	53**	79
Building Use - School	23*	47	47***
Cafeteria Services	NA	27	26
Clerical Services	9	0	0
Computer Services	NA	40**	5
Custodial Services	NA	40	26
Emergency Plans	9	0	0
Graduation Activities	16	33	NA
Equipment/Supplies	NA	47**	21
School Budget	NA	13	5
School Calendars	13*	47	47***
Daily Bulletins	19*	73**	47***
Financial Accounts	NA	27	21
School Policies	6	7	0
Start/End Year Plans	10	13	11
Transportation Services	NA	80	68

Table 12A (continued)

Assistant Principals Profile
of Delegated Full Responsibility Duties
Question 17

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Staff Personnel			
Faculty Meetings	8	0	0
New Teacher Orientation	13	7	5
Student Teachers	NA	7	21
Substitute Teachers	28*	0	16
Teacher Motivation	4	0	5
Teacher Selection	4	0	0
Student Activities			
Assemblies	24*	60	53***
Athletic Program	NA	60	68
School Club Program	23*	53**	79***
School Dances	22*	53	58***
School Newspaper	NA	67**	32
Student Council	NA	47	42
Student Photographs	NA	67	68
Student Store	NA	60	42
Student Services			
New Students Orientation	15	33	16
Special Education	NA	67	42
Student Attendance	40	53	47
Student Discipline	36	47**	21
Student Testing Program	NA	53	32

Note: * = significant difference - .05 confidence level
between national and local senior high groups.
** = between local senior high and junior high groups.
*** = between national and junior high groups.

Table 12B

Assistant Principals Profile
of Delegated Shared Responsibility Duties
Question 17

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Curriculum and Instruction			
Feeder Schools	35	47	63***
Teacher Evaluation	56	53**	90***
Media and Materials	34*	60	74***
Instructional Methods	54	73	90***
School-wide Exams	NA	47	53
Master Schedule	32*	53	63***
Staff Inservices	46	53	68
Textbook Selection	NA	33	58
Report Card Procedures	NA	20**	53
Community Relations			
Functions Representative	51	47	63
Public Information	43*	67	63
Youth Groups Liaison	36*	80	58
Parent Advisory Council	NA	27	16
School Public Relations	46	47	68
School Management			
Building Use - Community	NA	33**	5
Building Use - School	38	40	47
Cafeteria Services	NA	40	42
Clerical Services	44*	13**	95***
Computer Services	NA	33	58
Custodial Services	NA	27**	53
Emergency Plans	54*	27**	79***
Graduation Activities	44	27	NA
Equipment/Supplies	NA	33	58
School Budget	NA	53	32
School Calendars	40	40	47
Daily Bulletins	29	13**	42
Financial Accounts	NA	53	68
School Policies	62	67	79
Start/End Year Plans	58	53**	84***
Transportation Services	NA	0	26

Table 12B (continued)

Assistant Principals Profile
of Delegated Shared Responsibility Duties
Question 17

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Staff Personnel			
Faculty Meetings	38	33**	79***
New Teacher Orientation	44	47**	84***
Student Teachers	NA	33	42
Substitute Teachers	22	20	42
Teacher Motivation	47	67	84***
Teacher Selection	47	67	74***
Student Activities			
Assemblies	40	27	32
Athletic Program	NA	20	16
School Club Program	32	27	21
School Dances	29	27	37
School Newspaper	NA	13	26
Student Council	NA	33	42
Student Photographs	NA	13	26
Student Store	NA	7	21
Student Services			
New Students Orientation	47	33	58
Special Education	NA	0	16
Student Attendance	29	20	42
Student Discipline	38	27**	68***
Student Testing Program	NA	7**	37

Note: * = significant difference - .05 confidence level
between national and local senior high groups.
** = between local senior high and junior high groups.
*** = between national and junior high groups.

Table 12C

Assistant Principals Profile
of Delegated Full + Shared Responsibility Duties
Question 17

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Curriculum and Instruction			
Feeder Schools	42	60	84***
Teacher Evaluation	65	86	100***
Media and Materials	42*	87	79***
Instructional Methods	59*	80	90***
School-wide Exams	NA	74	79
Master Schedule	54	73	84***
Staff Inservices	52	66	73
Textbook Selection	NA	86	69
Report Card Procedures	NA	73	90
Community Relations			
Functions Representative	55	60	63
Public Information	50*	80	74***
Youth Groups Liaison	50*	87	79***
Parent Advisory Council	NA	40	32
School Public Relations	52	67	73
School Management			
Building Use - Community	NA	86	84
Building Use - School	61*	87	94***
Cafeteria Services	NA	67	68
Clerical Services	53*	13**	95***
Computer Services	NA	73	63
Custodial Services	NA	67	79
Emergency Plans	63*	27**	79
Graduation Activities	60	60	NA
Equipment/Supplies	NA	80	79
School Budget	NA	66**	37
School Calendars	53*	87	94***
Daily Bulletins	48*	86	89***
Financial Accounts	NA	80	89
School Policies	68	74	79
Start/End Year Plans	68	66	95***
Transportation Services	NA	80	94

Table 12C (continued)

Assistant Principals Profile
of Delegated Full + Shared Responsibility Duties
Question 17

Descriptor	Response NASSP	Response C.C.S.D.-Sr.	Response C.C.S.D.-Jr.
	%	%	%
Staff Personnel			
Faculty Meetings	46	33**	79***
New Teacher Orientation	57	54**	89***
Student Teachers	NA	40	63
Substitute Teachers	50*	20**	58
Teacher Motivation	51	67	89***
Teacher Selection	51	67	74***
Student Activities			
Assemblies	64*	87	85
Athletic Program	NA	80	84
School Club Program	55*	80	100***
School Dances	51*	80	95***
School Newspaper	NA	80	58
Student Council	NA	80	84
Student Photographs	NA	80	94
Student Store	NA	67	63
Student Services			
New Students Orientation	62	66	74
Special Education	NA	67	58
Student Attendance	69	73	89
Student Discipline	74	74	89
Student Testing Program	NA	60	69

Note: * = significant difference - .05 confidence level between national and local senior high groups.
** = between local senior high and junior high groups.
*** = between national and junior high groups.

Quantity and Quality of Assistant Principals

On a scale ranging from one, defined as inadequate, through five, defined as more than adequate, the principals were asked to describe their perception of the amount of administrative assistance they receive and then the quality of administrative assistance they receive. As this questionnaire was being administered, assistant principals were the only formal administrative help in the schools of the Clark County School District, although deans of students were regarded as quasi-administrative. As was depicted in Table 13, the local principals were much more satisfied with the quality rather than the quantity of administrative assistance in their schools. The local senior high principals were equally divided among inadequate, adequate, and more than adequate choices for the number of assistant principals in their schools. More than fifty percent of the junior high principals perceived the amount of adminis-trative assistance they received as inadequate, while forty-two percent perceived it as adequate. In significant comparison to the thirty-three percent of the high school principals who perceived the amount of administrative assistance in their buildings as more than adequate; only five percent of the junior high principals perceived the amount of administrative assistance given to them as more than adequate.

Table 13

Amount and Quality of Administrative Assistance
Question 18

Descriptor	NASSP	C.C.S.D.-Sr.	C.C.S.D.-Jr.
Amount of Assistance:	%	%	%
Inadequate	39	33	53
Adequate	41	33	42
More than Adequate	20	33**	05
Quality of Assistance	%	%	%
Inadequate	NA	7	0
Adequate	NA	29	26
More Than Adequate	NA	64	74

Note: ** Significant at the .05 level Sr. High x Jr. High.

Conclusions: Research Question Three

Research question three read: What are the principals'
perceptions of assistant principals in the Clark County
School District? The first part of research question three
asked: (a) Is there a consistency among principals in
delegating responsibilities to assistant principals?
Overall, there was a great amount of consistency between the
local senior high and junior high principals in delegating
responsibilities to assistant principals. There was a
consistency in what they fully delegated to assistant
principals and there was a consistency in the tasks and
areas they shared. As illustrated in Figures 1 through 7,
the most consistent areas were community relations,
personnel, student activities, and the majority of the
management tasks. There was more consistency (84 percent)

among the duties fully delegated to assistant principals

than among the shared duties (76 percent). Among the forty

-nine separate items in question seventeen, there were eight

significant differences at the .05 level of confidence

between the local senior high principals and the junior high

principals in the fully delegated task areas. There were

twelve significant differences between the two groups in the

shared responsibility areas. In general principals fully

delegated to assistant principals, tasks that involve

student procedures such as exams, report cards, and special

education; all student activities areas, and management

tasks such as transportation coordination, supplies, daily

bulletins, and site use by the community. Principals shared

procedural tasks that involved curriculum and instruction,

community relations, personnel, student policies, student

discipline, and student end-of-the-year/start-of-the-year

tasks. Principals almost fully retained control of parent

advisory councils and to a lesser extent, budget items,

student teachers, substitute teachers, and, in the senior

highs, clerical staff. In the junior highs, the clerical

staff were a shared responsibility. Both the local senior

high principals and the local junior high principals

evidenced a high regard for the quality of administrative

help they received from the assistant principals. One local

senior high principal commented favorably on the camaraderie

and the sharing that made the administrative team of

principal and assistant principals. Over sixty percent of

both local groups thought their assistants were more than adequate in quality of administrative assistance. Again, in terms of quantity of administrative assistants, the junior high principals evidenced fifty-three percent of the sites had inadequate amounts of help in the form of assistant principals and only five percent of the junior highs felt the amount of administrative assistance was more than adequate. The local senior high principals were evenly divided aong inadequate, adequate, and more than adequate in their perception of the amount of assistant principals in their sites.

Figure 1

Ass't. Principals - Curric. & Instruction

Percent

Feeders Evals. Materials Methods Exams Schedule Insevices Texts Report Cds.

Selected Tasks

◊ Sr. Full   □ Jr. Full   ◆ Sr. Shared   ■ Jr. Shared

Figure 2

Assist. Principals - Community Relations

Percent

100 90 80 70 60 50 40 30 20 10 0

Functions Rep.   Public Info.   Youth Grps.   P.A.C.   P.R.

Selected Tasks

◇ Sr. Full   □ Jr. Full   ◆ Sr. Shared   ■ Jr. Shared

Figure 3

Ass't Principals - Management Pt. 1

Percent

110 99 88 77 66 55 44 33 22 11 0

Room Use   Site Use   Transp. Custodial   Cafeteria   Clerical   Computer Emerg. Plan

Selected Tasks

◇ Sr. Full   □ Jr. Full   ◆ Sr. Shared   ■ Jr. Shared

Figure 4

Ass't. Principals - Management Part 2

◇ Sr. Full   ▫ Jr. Full   ◆ Sr. Shared   ■ Jr. Shared

Figure 5

Ass't. Principals - Personnel Duties

◇ Sr. Full   ▫ Jr. Full   ◆ Sr. Shared   ■ Jr. Shared

Figure 6

Ass't. Principals - Student Activities

Percent vs Selected Tasks (Assemblies, Athletics, Clubs, Dances, Newspaper, S. Council, Photos, S.Store)

◇ Sr. Full   □ Jr. Full   ◆ Sr. Shared   ■ Jr. Shared

Figure 7

Ass't. Principals - Student Services

Percent vs Selected Tasks (Sp.Ed., Attendance, Discipline, Testing, Orientation)

◇ Sr. Full   □ Jr. Full   ◆ Sr. Shared   ■ Jr. Shared

Part two of research question three read: (b) How do the C.C.S.D. principals compare to the national group in delegating tasks and in their perceptions of assistant principals? Of the measurable items for all three groups of principals, there were only eight items of significant difference at the .05 level of confidence between the two senior high groups of principals for fully delegated items and only six items of significant difference between the junior high and national principal groups. For the shared responsibility items there were six items of significant difference between the senior high groups and thirteen items of significant difference between the junior high and national groups. In terms of the quantity of administrative assistance, the national group was not significantly different from the local high school group or the junior high group. Approximately forty percent of the national principals found the amount of administrative assistance in their schools to be inadequate.

Neither the differences between the local principal groups, nor the differences among the national and local groups were of enough significance to reject the null hypotheses for research question three.

Summary: Research Questions One - Three

The results of data analysis and discussion of pertinent findings relevant to the first three research questions were presented in chapter four. None of the

research hypotheses findings were significant enough,
overall, to reject the null. The conclusion to the first
three research questions was that, with very few exceptions,
the three groups of principals are more similar than
different.

Research question number four read: Based on the above
comparisons and the administrators' recommendations: (a)
What can the C.C.S.D. do to increase articulation among
local secondary principals? (b) What can university
personnel and school district personnel do, to answer the
principals' concerns and training needs? Based on the
current study comparisons and the administrators'
recommendations and comments made during the interviews, in
chapter five suggestions were developed for increased
articulation among local principals, for ways that
university personnel can respond to local concerns and
training needs, and for areas that need further study.

CHAPTER 5

Summary, Conclusions
and Recommendations for Further Study

Restatement of the Problem

It was the purpose of this study to describe the

characteristics, opinions, and principalship roles involving

instruction, educational programs, and the perceptions of

assistant principals' responsibilities, of thirty-five

principals in the secondary schools of the Clark County

School District. These thirty-five cases included the total

Clark County School District (C.C.S.D.) principals in the

junior highs, senior highs, two occupational high schools

and the alternative high school in the spring of 1990.

The resultant profiles were compared for similarities

and differences among the junior high and senior high

principals. The profiles were also compared for

similarities, differences, and trends between Clark County

School District secondary principals, and a 1988 NASSP

national survey of 716 high school building level

administrators. The resultant data was used as a basis for

suggested training, suggested educational planning, and

suggested articulation within the Clark County School

District, and, between the district and College of Education

personnel of the University of Nevada, Las Vegas.

Based on the research data findings from Chapter 4, and administrator recommendations, this chapter addressed research question four: (a) What can the C.C.S.D. do to increase articulation among local secondary principals? (b) What can university personnel and school district personnel do, to answer the principals' concerns and training needs?

Summary

Personnel Articulation

In questionnaire item five principals ranked their time allocation during a typical work week and in questionnaire item eleven principals responded to a series of items recognized as current roadblocks. These items were used as the prime source of data for this research area. Figure 8 and Figure 9 illustrate the discrepancies between how principals felt they should be spending their time and how they actually do spend their time. For clarity in the graphs, items ranked one by the principals were given a graph value of nine; items ranked two were given a graph value of eight and so on through items ranked nine by the principals which were given a graph value of one in Figure 8 and Figure 9. Figure 10 and Figure 11 illustrate the top eight "roadblock" concerns of local principals, based on items receiving the greatest percent of responses. The graphs are a representational percent of the top eight items for each local group from questionnaire item eleven.

Figure 8
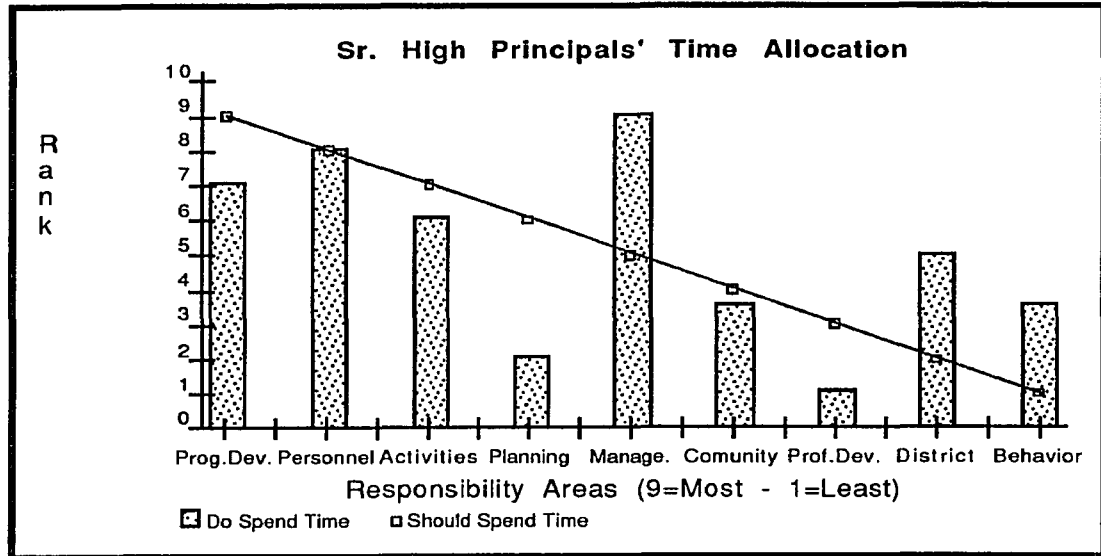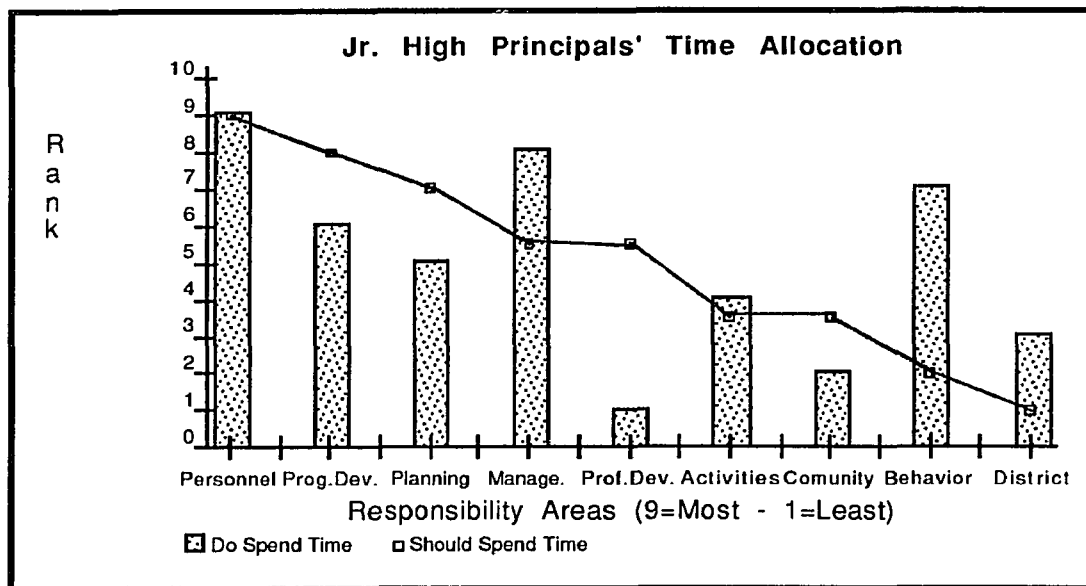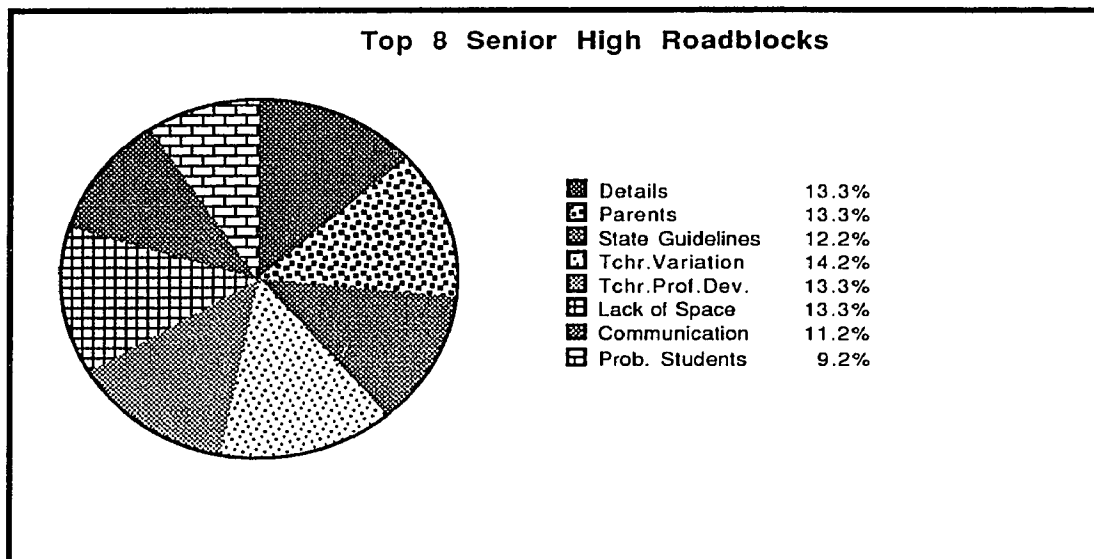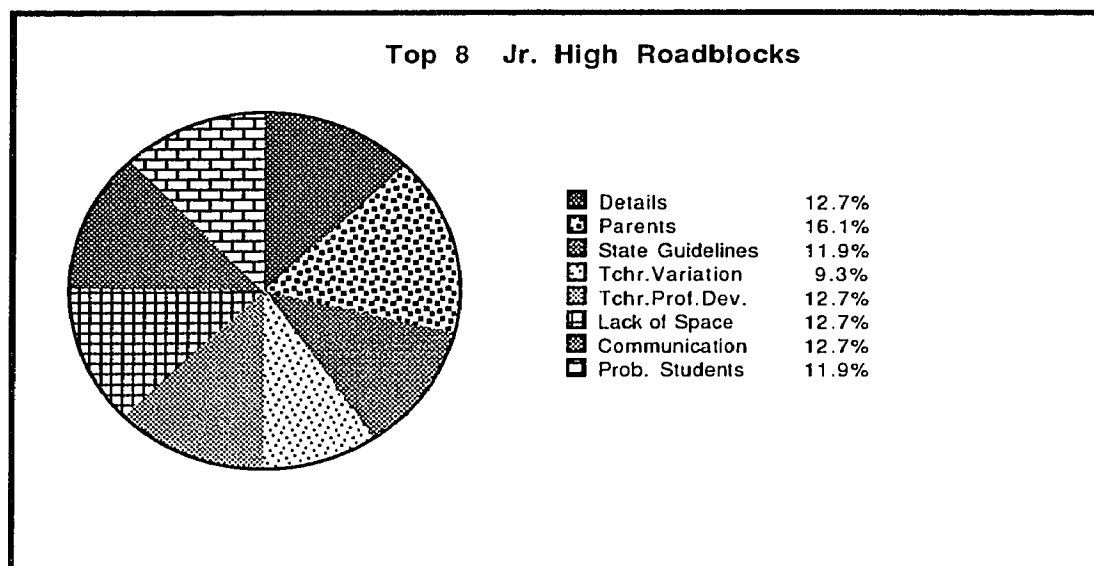
Sr. High Principals' Time Allocation

Responsibility Areas (9=Most - 1=Least)

☒ Do Spend Time   ▫ Should Spend Time

Figure 9

Jr. High Principals' Time Allocation

Responsibility Areas (9=Most - 1=Least)

☒ Do Spend Time   ▫ Should Spend Time

Figure 10

Top 8 Senior High Roadblocks

▦	Details	13.3%
▣	Parents	13.3%
▦	State Guidelines	12.2%
▣	Tchr.Variation	14.2%
▦	Tchr.Prof.Dev.	13.3%
▦	Lack of Space	13.3%
▦	Communication	11.2%
▤	Prob. Students	9.2%

Figure 11

Top 8 Jr. High Roadblocks

▦	Details	12.7%
▣	Parents	16.1%
▦	State Guidelines	11.9%
▣	Tchr.Variation	9.3%
▦	Tchr.Prof.Dev.	12.7%
▣	Lack of Space	12.7%
▦	Communication	12.7%
▢	Prob. Students	11.9%

Local principals had strong concerns regarding teacher selection, staff variation, and staff development. Well over one-half of the local principals felt that each of these items had been a roadblock to quality education during the last two years at their sites. For both local principal groups, personnel was the area where their time spent met their high expectations of how they should be spending their time. It was obvious that they would be satisfied only with direct personal involvement in responding to personnel items, particularly that of teacher selection.

Staff selection was of prime importance to the principals in accomplishing their visions of program development. Both the local school district and the local university needed to open lines of communication in this area. If the principal was at the forefront in setting the mission and the ethos of the school, then personnel selection and staff development was crucial to the maintenance of the school's mission. Principals and their assistants desired freedom of choice in these areas and resources to fulfill these choices. Voluntary transfer periods allowed teacher/principal fit as teachers applied for and principals selected personnel to fill vacancies in their staffs. Involuntary transfer periods, along with the initial screening by the personnel division of teacher candidates, did not allow freedom of choice and maintenance of a particular environment at a school. Teacher intern programs could have been an invaluable resource in

developing teachers to "fit" a particular school, but
teacher intern programs frequently did not include training,
evaluation and communication with an administrator or other
teachers beyond the selected or volunteer master teacher,
unless the principal required these interactions at a
particular site. Due to time and lack of knowledge, staff
development frequently took place at a distant site among
one or two teachers from each school who were not required
to try to use new knowledge, not given follow-up training,
nor given the time to train peers when they returned to
their home sites. Frequently, principals were aware of the
subject area of the staff development training, but had no
knowledge of the content and how it fit into the school's
instructional program. There were notable exceptions to
this, areas where training and follow-up were exemplary and
included teachers and administration, but all too frequently
even the exemplary programs were chosen by centralized
curriculum services personnel and not by the principals and
their site personnel based on their identified needs. Local
secondary principals learned to jump on the bandwagon,
regardless of staff identified needs and prior staff
development, if their teachers were to reap the benefits of
district resources provided for staff development. All too
frequently, these programs disappeared after a year or two
of funding, just when more cautious staffs and leaders
identified an initial interest in them and just as they were
being accepted by change resistant personnel.

Personnel Recommendations

Initial recommendations for staff development and personnel selection are: 1) The district division of curriculum and instruction and the division of secondary education meet with the two groups of secondary principals and share with them staff development possibilities, both short term (within one year) and long range (within two to five years). Then, with curriculum and instruction's assistance where requested, principals should be given three to six months to develop and submit long range staff development plans for their sites. 2) The local university and the district divisions of secondary education and secondary personnel meet with a volunteer group of school principals to define student intern training needs, future teaching growth areas, after retirement business partnership teacher training areas, and guidelines to insure teacher interns are marketable and district, as well as university, certified when they graduate.

Principals did not have the time for their own professional development needs. As junior high schools take on a middle school focus and as senior high schools become increasingly concerned with greater diversity in fine arts, academic, occupational, and special needs curriculums and instructional programs; the greater will become the need for principals to improve their administrative teaming, their supervision, and their management skills. Personnel recommendation three is: 3) The local university and the

district divisions of secondary education, curriculum and instruction, and secondary personnel meet with a volunteer committee(s) of school principals to define principal training needs and course possibilities in the areas of staff development, change implementation, personnel selection, and assistant principal mentoring. A strong principal and assistant principal professional development program anchored by both the university and the local professional growth programs is needed. The leadership assessment center concept needs to be reformed and further developed, perhaps through university educational administration personnel offering afternoon, evening, and weekend mini-courses designed to accrue class credit hours over a series of related sessions from which principals could pick and choose to meet their specific needs. As with school district support staff and with teachers, free or reduced fee courses could serve as an incentive, if professional growth for administrators is considered as important as it is for teachers.

Parent and Student Involvement in Education

Figure 8 through Figure 11 also graphically portrayed the concerns of local principals with apathetic parents and the concerns of local principals with the large amount of time they spent on student behavior tasks, at the expense of planning, personnel development, and program development.

Parents apathetic or irresponsible about their children

was the number one roadblock for junior high principals with a one-hundred percent response rate which included thirteen of the nineteen junior high principals rating this roadblock as serious. This response related to the time allocation item in which junior high principals ranked student behavior as their number three item to which they allocated do spend time compared to the number eight ranking they felt it should be allocated. Eighty-seven percent of the senior high principals also considered apathetic parents a roadblock. It was recommended that greater parent and school articulation be developed and required wherever possible. But, how were principals to encourage parent and student commitment to educational values? How were principals and their staffs to begin communication with students and parents to develop the sense of school, home, and community partnerships in ensuring the best educational opportunity for all children? At-risk children's needs were a strong area of development and resource spending within the district. Along with the student focus, a greater parental focus was also required, in order to begin to address the principals' needs and concerns. This would require support and education from all areas of the community but must begin with principal, teacher, central office, and school board articulation about what works in the schools. Where, locally, were the encouraging, social, schools-have-value, program development capable parents? Where, locally, were the schools with the highest

percentages of attendance and the highest grade point averages when adjusted for student ability comparison? What were the expectations of the successful schools by students and parents in these schools? Were these same expectations being met elsewhere in the district? What types of instructional methods were used in these schools? What types of student behavioral expectations? Was there a school restructuring or parent training need focus that could be gleaned from both local and national successful schools and were there successful classrooms methods that could be applied elsewhere? Could the local university help with successful schools research; and parent, student, and school personnel training? Were there lessons to be learned from the local elementary schools and their relationships with their Parent Teacher Associations that could be applied to secondary schools and their relationships with their Parent Advisory Councils?

Parent and Student Involvement Recommendations

Initial recommendations were: 1) The department of research and development in conjunction with the division of curriculum and instruction, survey and define local successful schools and successful classrooms based on grade point averages, school ability test scores and attendance records. 2) Using effective schools research and Nevada School Improvement Project survey methods, these same school personnel should communicate with the administration,

staffs, students, and parents of these effective schools, studying and looking for commonalities that work in involving parents and in achieving high student behavioral and academic expectations. 3) Using the assistance and resources available at the local university, local district partnership department, and other appropriate resources, "What Works" needs to be communicated to schools and the communities throughout the district and county. Implementation planning and school restructuring to address student expectations and changing apathetic parents to involved parents, needs to then occur on a school by school basis with appropriate long-term principal, staff, and parental site awareness and site planning.

Assistant Principals

Questionnaire item seventeen was also a prime source of data as areas of district articulation were considered. Figure 12 through Figure 18 depicted the sum for each local principal group of the areas of fully delegated and shared responsibility with assistant principals. It was evident from these graphs that assistant principals had the same articulation and professional development needs as the principals. In the Clark County School District, the assistant principalship was truly an administrative teaming partnership. It needed to be accorded the same benefits, respect, and considerations as the principalship to ensure the same high quality of performance. .

Figure 12

A.P.'s Combined Delegated Duties

Curriculum and Instruction

Feeders Evals. Materials Methods Exams Schedule Inserv's. Texts Report Cds.

☐ Total Sr.   ☑ Total Jr.

Figure 13

A.P.'s Combined Delegated Duties

Community Relations

Funcs. Rep.   Pub. Info.   Youth Grps.   PAC/PTA   P.R.

☐ Total Sr.   ☑ Total Jr.

Figure 14

A.P.'s Combined Delegated Duties

Management Tasks - Part 1

☐ Total Sr.   ☒ Total Jr.

Figure 15

A.P.'s Combined Delegated Duties

Management - Part 2

☐ Total Sr.   ☒ Total Jr.

Figure 16

A.P.'s Combined Delegated Duties

Figure 17

A.P.'s Combined Delegated Duties

Figure 18

A.P.'s Combined Delegated Duties

Although the principal set the tone and was responsible
for the final accountability of the school to central office
staff and to the community; the assistant principals also
shared in the school's mission. If more assistants were
given training in areas of budget, community relations,
teacher selection and motivation, as well as in student
activities and management tasks, there would have been a
closer, and thus stronger, administrative team leading
district schools. The principal and assistant principal
relationship needed to be a mentoring relationship in all
sites, rather than a delegation of unwanted responsibilities
or a narrowly focused task assignment in some sites of
supervising student discipline, student activities, and
managing everything from testing procedures to seating at
student assemblies. The stronger the educational viewpoint

bond and task sharing between principal and assistant, the stronger would have been the team commitment and team influence on the school's mission direction.

Assistant Principals Training Recommendations

Initial recommendations were: 1) Through a team of principals and assistant principals, define the position of assistant principal in both the junior highs and the senior highs so that experience in all principal responsibilities is taught and each assistant has a similar training opportunity. 2) Provide for principal and assistant principal teams to be recognized as such, defining the assistant principalship as a career goal in itself for those assistants that desire this as a career choice. 3) Provide the same administrative training opportunities to assistant principals, as are recommended for principals. 4) Recognize an active, multi-dimensional role in the assistant principal, as is now recognized in the principalship.

Management Tasks

Principals spend a great deal of time on management tasks and on details, as shown previously in Figure 8 through Figure 11. This was corroborated in Figure 14 and Figure 15 which depicted the large percentage of management responsibilities that were shared with and delegated to assistant principals. Ralph Waldo Emerson wrote, "Things are in the saddle and riding mankind." Two hundred years later, this was still true, and perhaps even more apropos

than in Emerson's time. The clerical duties of school administrators have not decreased, but rather increased, over the two hundred year span of the principalship.

Management Recommendations

The final recommendations of this study were: 1) Do not waste school leadership time on clerical tasks that can be accomplished by using data that is already in existence in other areas of the school district. Look twice at each data request or task assigned by central office staff, asking, "Is this important?" and if so, "Could this task be better handled in another fashion?" 2) Provide each secondary school with access, hardware, and training in the most up-to-date technology for administrators and support staff so that necessary managerial tasks can be handled as quickly and efficiently as possible. Discuss technology needs and ideas with principals. They are the experts in their schools. Before making final decisions for them, assure their cooperation and their staffing capability to use new technology. Ask them, "What additional support will be needed in the beginning stages and what is the best time to implement change and training?

Research Observations

The person conducting this research study made comments regarding the perceived tone of each questionnaire/interview based on the comments, body language, and seeming interest of each principal being interviewed. These comments were

recorded on a personal cassette tape, in privacy, within
thirty minutes of the conclusion of each interview. Again
and again, when the cassette was transcribed, the words,
"sincere, caring, thoughtful, positive, reflective, and
open" appeared as comments made describing the researcher's
perception of the principals' interview responses. Again
and again, the person conducting the interview was impressed
by the tone of commitment to education and the verbal
evidence of caring and responsibility about the position of
principal as it directly affects children. Although the
comments and questionnaire responses were not always
positive, there were only two recorded negative reactions to
the tone of the interviews. In one instance, "bitter"
described the person being interviewed and the tone of the
interview. In another situation, "sad" and "concerned"
described the tone of the interview and the person being
interviewed who claimed and felt responsible for "a great
rift between what was happening in the school and what [the
person felt] should have been happening." In general, the
principals were an optimistic group who, if not in total
control of a situation, had a positive outlook and a belief
in influencing and changing situations; or, a belief in
ignoring what they could not change and proceeding on in
spite of district or community difficulties they felt they
could not influence. The words, "rushed," "clipped" or "in
a hurry" appeared in relation to six interview situations,
but more frequently the terms, "polite," "personable" and

"candid" were used in reaction to the interview situations.

The last questionnaire item before the demographic data
(item nineteen, Table 14) asked the principals, "If you
could choose again, would you select administration as a
career?" One local senior high principal responded, "No,
definitely not," adding, "This job just happened; I didn't
choose." Approximately twelve percent of each local group
were "Uncertain," but by far, the majority of each group
responded, "Yes." Two principals commented on "short
changing" their own children for others' children. One
said, "Retirement is the scary part. Will my [spouse] and I
be friends?" Most chose to simply answer the question
without comment; but one voiced what the interviewer felt
was the tone of most, "I like contributing to society. It's
a good feeling when they sometimes come back and tell me, I
made a difference."

Table 14

Administration Again As A Career?
Question 19

Descriptor	NASSP	C.C.S.D. Sr.	C.C.S.D. Jr.
	%	%	%
Yes-definitely	43	40	63
Yes-probably	29	40	26
Uncertain	15	13	11
No-probably not	11	0	0
No-definitely not	3	7	0

Conclusion

The results of data analysis and discussion of
pertinent findings relevant to the first three research
questions were presented in chapter four. None of the
research hypotheses findings were significant enough,
overall, to reject the null. The conclusion to the first
three research questions was that, with very few exceptions,
the three groups of principals are more similar than
different. Local Clark County School District principals
are as cosmopolite as their peers across the nation. Their
problems, concerns, and viewpoints are not unique, nor are
they isolated from other national concerns and viewpoints
regarding education. Therefore, national educational
research findings as they relate to the principalship,
should be relevant to the local school district and should
be considered for educational merit in application to Clark
County School District situations.

Research question number four asked: (a) What can the
C.C.S.D. do to increase articulation among local secondary
principals? (b) What can university personnel and school
district personnel do, to answer the principals' concerns
and training needs? Based on the current study comparisons
and the administrators' recommendations and comments made
during the interviews, in chapter five recommendations were
developed for increased articulation among local principals
and for ways that university personnel can respond to local
concerns and training needs. Personnel selection, staff

development, parent involvement, apathetic students, assistant principal training, and management tasks were identified by principals as areas of common concern. Recommendations for increased articulation in these areas were identified in chapter five.

Suggestions for Further Study

Each of the articulation recommendations made in this chapter could function as the basis for further research and study. It is also recommended that, as the local school district grows and restructures towards a middle school instead of a junior high emphasis, that a comparable study be utilized within the next five years, using a survey instrument more closely attuned to the national middle school philosophy. This future study could then be used in a similar fashion to make recommendations for intra-district and district-university articulation.

Bibliography

Bibliography

Arth, Alfred A., et al. <u>Assessing Excellence: A Guide for Studying the Middle Level School</u>. Reston, Virginia: NASSP, 1988.

Bailey, William J., Rita Fillos, and Barbara Kelly. "Exemplary Principal and Stress-How Do They Cope." <u>NASSP Bulletin</u>, 71, No. 503 (December 1987), 77-81.

Barth, Roland, et. al. <u>The Effective Principal</u>. Reston, Virginia: NASSP, 1982.

Bevans, Lloyd. <u>The Elementary School Principalship in California</u>. XXII, No. 5 (1953) California State Department of Education.

Bolton, Dale L. <u>Evaluating Administrative Personnel in School Systems</u>. New York: Teachers College Press, 1980.

Boyer, Ernest L. <u>High School: A Report on Secondary Education in America</u>. New York: Harper and Row, 1983.

Brubaker, Dale L. "How Do Principals View Themselves, Others?" <u>NASSP Bulletin</u>, 71 No. 495 (January 1987), 72-78.

Buckley, John. <u>The Training of Secondary School Heads In Western Europe</u>. Windsor, Berkshire: Nfer-Nelson, 1985.

Byrne, David R., Susan A. Hines, and Lloyd E. McCleary. <u>The Senior High School Principalship - Volume I: The National Survey</u>. Reston, Virginia: NASSP, 1978.

Campbell, Roald F. "A History of Administrative Thought." <u>Administrator's Notebook</u>. Vol. XXVI, No. 4 Midwest Administrative Center: The University of Chicago, 1978.

----------, et al. <u>The Organization and Control of American Schools Fourth Edition</u>. Columbus, Ohio: Charles E. Merrill, 1980.

Clark County School District Public Information Office. <u>A Place for Learning</u>. Las Vegas, NV: Clark County School District, 1988.

----------. <u>Special Edition Reporter</u>. Las Vegas, NV: Clark County School District, 1990.

Cohen, Frederic L. <u>From the Classroom to the Principal's Office: Growing Pains</u>. Springfield, Illinois: Charles C. Thomas, 1987.

Davis, Stephen H. "Life in the Fishbowl: Revelations and Reflections of the First Year." <u>NASSP Bulletin</u>, 72, No. 512 (December 1988), 74-83.

Department of Elementary School Principals. <u>The Elementary School Principalship in 1968</u>. Washington, D. C.: NEA, 1968.

Drake, Thelbert L. and William H. Roe. <u>The Principalship</u>. 3rd ed. New York: MacMillan, 1986.

Erickson, Donald A. and Theodore L. Reller, eds. <u>The Principal in Metropolitan Schools</u>. Berkeley, California: McCutchan Publishing, 1979.

Felt, Marilyn Clayton. <u>Improving our Schools</u>. Newton, Massachusetts: Education Development Center, Inc., 1985.

Giammatteo, Michael C. and Dolores M. Giammatteo. <u>Forces on Leadership</u>. Reston, Virginia: NASSP, 1981.

Glatthorn, Allan A., and Norman K. Spencer. <u>Middle School/ Junior High Principal's Handbook, A Practical Guide for Developing Better Schools</u>. Englewood Cliffs, New Jersey: Prentice-Hall, 1986.

Glickman, Carl D. <u>Supervision of Instruction: A Developmental Approach</u>. Boston: Allyn & Bacon, 1990.

Goldman, Samuel. <u>The School Principal</u>. New York: The Center for Applied Research in Education, Inc., 1966.

Goodlad, John I. <u>A Place Called School: Prospects for the Future</u>. New York: McGraw-Hill, 1984.

Greenfield, Willian. <u>Instructional Leadership: Concepts, Issues, and Controversies</u>. Boston: Allyn & Bacon, 1987.

Guba, Egon G. and Yvonna S. Lincoln. Effective Evaluation. San Francisco, California: Jossey-Bass Inc., 1981.

Hersey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior: Utilizing Human Resources. Englewood Cliffs, New Jersey: Prentice-Hall, 1988.

"In Search of Excellence - A Talk with Tom Peters About the Principalship." NASSP Bulletin, 72, No. 512 (December 1988), 36-45.

Keefe, James W., et al. The Middle Level Principalship - Volume II: The Effective Middle Level Principal. Reston, Virginia: NASSP, 1983.

Krajewski, Robert J., John S. Martin, and John C. Walden. The Elementary School Principalship, Leadership for the 1980's. New York: CBS College Publishing, 1983.

Krippendorff, Klaus. Content Analysis An Introduction to its Methodology - Volume 5: The Sage CommText Series. Beverly Hills, California: SAGE Publications, Inc., 1980.

Lambert, Linda. "Learning About the Work of a Principal: The Emerging Dilemma." NASSP Bulletin 71, No. 495 (January 1987), 59-61.

Lane, John J. and Herbert J. Walberg. Effective School Leadership: Policy and Process. Berkeley, California: McCutchan Publishing, 1987.

Lane, Robert Hill. The Principal in the Modern Elementary School. Cambridge: Houghton Mifflin, 1944.

Lewis, Jr., James. Re-creating our Schools for the 21st Century. Waterbury, New York: J. L. Wilkerson, 1987.

Maxwell, C. R., and L. R. Kilzer. High School Administration. Garden City, New York: Doubleday, Doran, and Company, 1936.

McCurdy, Jack. The Role of the Principal in Effective Schools: Problems and Solutions. Sacramento, California: Education News Service for the American Association of School Administrators, 1983.

McKee, Pat and Kay McKenney. Good Secondary Schools: What Makes Them Tick. OERI, U. S. Department of Education, 1986.

Morris, Van Cleve, et al. Principals in Action, The Reality of Managing Schools. Columbus, Ohio: Charles E. Merrill, 1984.

Murphy, Joseph and Philip Hallinger. Approaches to Administrative Training in Education. Albany, New York: State University of New York Press, 1987.

National Association of Elementary School Principals. The Assistant Principalship in Public Elementary Schools-1969 A Research Study. NAESP, 1970.

Ortiz, Flora Ida. Career Patterns in Education. South Hadley, Massachusetts: Praeger Publishers, 1982.

Pellicer, Leonard O. Telephone Conversation. 05 Jan. 1989.

----------, et al. High School Leaders and Their Schools - Volume I: A National Profile. Reston, Virginia: NASSP, 1988.

----------, et al. High School Leaders and Their Schools - Volume II: Profiles of Effectiveness. Reston, Virginia: NASSP, 1990.

Perkins, Jessica. Facilities Master Plan. Las Vegas, NV: Clark County School District, April, 1988.

Pharis, William L. and Sally Banks Zakariya. The Elementary School Principalship in 1978: A Research Study. Arlington, Virginia: NAESP, 1979.

Redfern, George B. "A Bulletin Special - Techniques of Evaluation of Principals and Assistant Principals: Four Case Studies." NASSP Bulletin, 70, No. 487 (February 1986), 66-74.

Rock, Donald A. and John K. Hemphill. Report of the Junior High-School Principalship. Washington, D. C.: NASSP, 1966.

Rodrick, Lewis. "Between Us Principals - Working with Assistant Principals to Achieve Maximum Value." NASSP Bulletin, 70, No. 487 (February 1986), 91-93.

Seldin, Clement A. "Ethics, Evaluation, and the Secondary Principal." NASSP Bulletin, 72, No. 512 (December 1988), 9-11.

Sergiovanni, Thomas J. The Principalship, A Reflective Practice Perspective. Boston: Allyn and Bocan, 1987.

Shavelson, Richard J. Statistical Reasoning for the Behavioral Sciences. Boston: Allyn & Bacon, 1981.

Sizer, Theodore R. Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin, 1984.

Williams, Julia C. "How do Teachers View the Principal's Role?" NASSP Bulletin, 72, No. 512 (December 1988), 111-113.

Williams, Stanley W. Educational Administration in Secondary Schools, Task and Challenge. New York: Holt, Rinehart, and Winston, 1964.

Appendices

Appendix A

Letters of Support for the Study

CLARK COUNTY SCHOOL DISTRICT
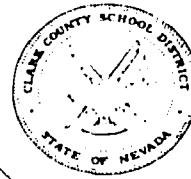
2832 EAST FLAMINGO ROAD   LAS VEGAS, NEVADA 89121   TELEPHONE (702) 799-5011
FAX 799-5063

November 28, 1989

Dr. Anthony Saville
College of Educational Administration
 and Higher Education
University of Nevada, Las Vegas
4505 South Maryland Parkway
Las Vegas, NV 89119
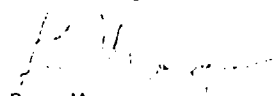
Dear Dr. Saville:

This is to designate my approval of Roberta Holton's dissertation topic profiling the secondary principalship in the Clark County School District.

I have met with her to review and delimit her questionnaire items to those that will reflect the opinions, awareness of educational issues, and job related tasks of secondary school principals. She is encouraged to meet directly with each secondary school principal so that a complete district profile is obtained.

I look forward to the completion of this study and to reading the perceptions of our principals regarding their duties and the educational issues they respond to on a daily basis. This information may be of help in increasing our knowledge of the complexity of this vital leadership role and in long-range planning for leadership effectiveness.

Sincerely,

Ray Morgan
Associate Superintendent
Secondary Education Division

CLARK COUNTY SCHOOL DISTRICT

2832 EAST FLAMINGO ROAD   LAS VEGAS, NEVADA 89121   TELEPHONE (702) 799-5011
FAX 799-5063

November 27, 1989

Dr. Anthony Saville
College of Educational Administration
   and Higher Education
University of Nevada, Las Vegas
4505 S. Maryland Parkway
Las Vegas, Nevada 89154

Dear Dr. Saville:

Roberta Holton has met with me to discuss her doctoral dissertation topic
and to review the NASSP questionnaire items she will use with the secondary
principals in the Clark County School District as a replication study for
comparisons between the local group and the national group.

I approve this study and her plan to directly survey each secondary
principal through meeting with each personally to cover the questionnaire
items. Their collective responses to the questionnaire and their comments
should be of future use in increasing our knowledge of the secondary
principals' tasks, opinions, and leadership roles in the Clark County
School District.

Sincerely,

Mark T. Lange, Director
Research and Development

Appendix B

Letters of Introduction to Principals

January 12, 1990

Dear Junior High School Principal:

This is to introduce myself and let you know that I will shortly
be telephoning to request an appointment with you to conduct an
interview and questionnaire for my University of Nevada Las Vegas
doctoral dissertation. Previously, Mr. Ray Morgan, Ms. Billie Jo
Knight and Mr. Mark Lange have been consulted regarding this
interview and have reviewed and approved the questionnaire.

My dissertation topic is "A Profile of the Secondary Principalship
in the Clark County School District with Recommendations for Intra-
District and District-University Articulation." The entire
interview and questionnaire should take approximately thirty
minutes of your time. Please be assured that all individual
responses will remain anonymous. The results of this study will
be reported in group form only.
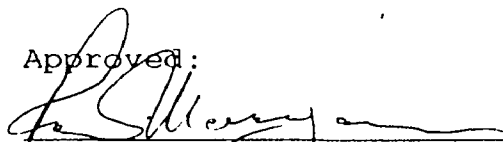
Thank you in advance for your cooperation and participation.

Sincerely,

Roberta Holton

Roberta Holton

Approved:

Ray Morgan

Ray Morgan
Associate Superintendent
Secondary Education

Billie Jo Knight

Billie Jo Knight
Assistant Superintendent
Secondary Education

January 12, 1990

Dear Senior High School Principal:

This is to introduce myself and let you know that I will shortly
be telephoning to request an appointment with you to conduct an
interview and questionnaire for my University of Nevada Las Vegas
doctoral dissertation. Previously, Mr. Ray Morgan, Mr. Bob
Dungan, and Mr. Mark Lange have been consulted regarding this
interview and have reviewed and approved the questionnaire.

My dissertation topic is "A Profile of the Secondary Principalship
in the Clark County School District with Recommendations for Intra-
District and District-University Articulation." The entire
interview and questionnaire process should take approximately
thirty minutes of your time. Please be assured that all
individual responses will remain anonymous. The results of this
study will be reported in group form only.

Thank you in advance for your cooperation and participation.
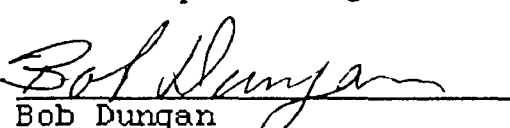
Sincerely,

Roberta Holton

Roberta Holton

Approved:

Ray Morgan

Ray Morgan
Associate Superintendent
Secondary Education

Bob Dungan

Bob Dungan
Assistant Superintendent
Secondary Education

Appendix C

Questionnaire

Questions taken from:
<u>National Study of High School Leaders and their Schools</u>
National Association of Secondary School Principals
Reston, Virginia

**CLARK COUNTY SCHOOL DISTRICT
A STUDY OF SCHOOL LEADERS AND THEIR SCHOOLS**

DIRECTIONS

I will not sign or place your name on the questionnaire. In
reporting results, only statistical summaries of the responses of
groups of principals will be cited. In no case will the identity of
an individual be divulged. Please make every answer a sincere one.

Please answer all questions based on your current position only.
Do <u>not</u> add years as a principal and assistant principal together.

I. The Role of the Principal

In your opinion, which of the statements in each pair of the next three questions best characterize the role of the principal? Choose only one answer for each pair.

1. (01) The principal primarily should represent the interests of parents, leaders, and patrons of the school.

OR

(02) The principal should take initiative in developing and implementing school policy according to his/her best professional judgment.

2. (01) The principal should effectively and efficiently manage the day-to-day affairs of the school.

OR

(02) The principal should lead the school in new educational directions according to his/her best professional judgment.

3. (01) The principal should play the major role in establishing the agenda and deciding the important issues in the school.

OR

(02) The principal should share decision making with the faculty on important school issues.

4. Please rate your degree of satisfaction with your job environment using this scale:

1 Not Satisfied
2 Satisfied
3 Very Satisfied

Are you satisfied with:

(01) The realization of expectations you had when you took the job?	1	2	3
(02) The amount of time that you devote to the job?	1	2	3
(03) The results that you achieve?	1	2	3
(04) The salary you receive?	1	2	3
(05) The amount of assistance you receive from your immediate superior(s)?	1	2	3
(06) The rapport that you have with teachers?	1	2	3
(07) The rapport that you have with students?	1	2	3
(08) The rapport that you have with parents?	1	2	3
(09) The rapport that you have with community?	1	2	3

5. How do you spend your time during the typical work week?
   Rank: 1 (Spend the Most Time) through 9 (Spend the Least Time)

DO Spend Time	Area of Responsibility	SHOULD Spend Time
_____	(01) Program Development (curriculum, instructional leadership etc.)	_____
_____	(02) Personnel (evaluating, advising, conferring, recruiting, etc.)	_____
_____	(03) Management (weekly calendar, office, budget, memos, etc.)	_____
_____	(04) Student Activities (meetings, supervision, planning, etc.)	_____
_____	(05) Student Behavior (discipline, attendance, meetings, etc.)	_____
_____	(06) Community (PTA, advisory groups, parent conferences, etc.)	_____
_____	(07) District Office (meetings, task forces, reports, etc.)	_____
_____	(08) Professional Development (reading, conferences, etc.)	_____
_____	(09) Planning (annual, long range)	_____

6. On the average, how many hours a week do you work at your job
   as principal?

   (01) Less than 40   (03) 45-49   (05) 55-59
   (02) 40-44   (04) 50-54   (06) 60 or more

Roles of Principals

For the next four questions, use the following scale to describe first how you think your job should be and then to describe how your job actually is.

1	2	3	4	5
Little		Moderate		Much

7. A. How much respect do you feel your position as principal should provide you in the community where your school is located?

   B. How much respect do you feel your position as principal provides in the community where your school is located?

8. A. How much opportunity for independent thought and action should your position as principal provide?

   B. How much opportunity for independent thought and action does your position as principal provide?

9. A. How much self-fulfillment (i.e., the feeling of being able to use one's unique capabilities or realizing one's potential) should your position as principal provide?

   B. How much self-fulfillment (i.e., the feeling of being able to use one's unique capabilities or realizing one's potential) does your position as principal provide?

10. A. How much job security do you feel you should have as a principal ?

    B. How much job security do you feel you have as a principal?

11. Listed below are several factors which could be considered "roadblocks" preventing principals from doing the job they would like to do. Indicate whether each factor has or has not been a roadblock to you as principal during the past two years using this scale.

Scale: (1) Not A Roadblock
(2) Somewhat Of A Roadblock
(3) A Serious Roadblock

(01) Teachers collective bargaining agreement   1 2 3
(02) Defective communication among administrative levels   1 2 3
(03) Inability to obtain funding   1 2 3
(04) Inability to provide teacher time for planning or professional development   1 2 3
(05) Insufficient space and physical facilities   1 2 3
(06) Lack of competent administrative assistance   1 2 3
(07) Lack of competent office help   1 2 3
(08) Lack of district-wide flexibility (all schools conform to same policy)   1 2 3
(09) Lack of content knowledge among staff   1 2 3
(10) Lack of opportunity to select staff   1 2 3
(11) Lack of time for myself   1 2 3
(12) Long-standing tradition(s) in the school/district   1 2 3
(13) New state guidelines/requirements   1 2 3
(14) Parents apathetic or irresponsible about their children   1 2 3
(15) Pressure from community   1 2 3
(16) Problem students (apathetic, hostile, etc.)   1 2 3
(17) Resistance to change by staff   1 2 3
(18) Superintendent or central office staff who have not measured up to expectations   1 2 3
(19) Teacher shortage or teacher turnover   1 2 3
(20) Time required to administer, supervise student activities   1 2 3
(21) Time taken by administrative detail at expense of more important matters   1 2 3
(22) Too large a student body   1 2 3
(23) Too small a student body   1 2 3
(24) Variations in the ability and dedication of staff   1 2 3
(25) Other: _____   1 2 3

II. Educational Purpose of American Schools

12. Much has been written about the tasks of American schools. Please rank the 11 statements below according to your belief about their relative importance as educational purposes.

Rank 1 (MOST Important) through 11 (LEAST Important)

_____(01) Acquisition of basic skills (reading, writing, speaking, computing, etc.)

_____(02) Appreciation for and experience with the fine arts

_____(03) Career planning and training in beginning occupational skills

_____(04) Development of moral and spiritual values

_____(05) Development of positive self-concept and good human relations

_____(06) Development of skills and practice in critical intellectual inquiry and problem solving

_____(07) Development of skills to operate in a technological society (engineering, scientific, etc.)

_____(08) Knowledge about and skills in preparation for family life (e.g., sex education, home management, problems of aging, etc.)

_____(09) Preparation for a changing world

_____(10) Physical fitness and useful leisure time sports

_____(11) Understanding of the American value system (its political, economic, social values, etc.)

III. Instruction, Educational Programs, and Issues

13. How many hours a week do you spend informally visiting classrooms or discussing teaching with teachers?

(01) None   (04) 7-9 hours
(02) 1-3 hours   (05) 10 or more hours
(03) 4-6 hours

14. From the following list, what do you think are the three most important skills and characteristics of a "good" teacher.

(01) Competence in subject matter knowledge.
(02) Competence in methods of instruction.
(03) Competence in adjusting instruction to the varying learning styles and learning skills of the students.
(04) Competence in helping students acquire basic learning outcomes.
(05) Competence in developing and evaluating new instructional techniques.
(06) Interpersonal skills in working with students, parents, and colleagues.
(07) Sensitivity to differing socioeconomic and/or differing cultural backgrounds of students.
(08) Skill in developing positive student self-concept.
(09) Skill in developing in students respect for others.
(10) Good employee behaviors and work habits (dependability, punctuality, attendance, completion of tasks on time).

15. Below is a list of conditions or developments which many believe have a general influence upon secondary education. Please indicate how you feel each will influence your school during the next three to five years using this scale.

Scale: (1) No Influence on my school
         (2) Some Influence on my school
         (3) Strong Influence on my school

(01)	Schools accountability movement	1	2	3
(02)	Student alcohol abuse	1	2	3
(03)	Change in government funding	1	2	3
(04)	Changing family structure	1	2	3
(05)	Child abuse (physical, sexual, mental)	1	2	3
(06)	Community participation	1	2	3
(07)	Competency testing of students	1	2	3
(08)	Demand for basics	1	2	3
(09)	Student drug abuse	1	2	3
(10)	Enrollment increase or decline	1	2	3
(11)	Finance and general economy of this are	1	2	3
(12)	Graduation requirements	1	2	3
(13)	New technologies, especially computers	1	2	3
(14)	Student attendance problems	1	2	3
(15)	Student motivation	1	2	3
(16)	Teacher competency/accountability	1	2	3
(17)	Teacher incentives/motivation	1	2	3
(18)	Teacher shortage	1	2	3
(19)	Teen emotional/psychological problems (runaways, suicide, etc.)	1	2	3
(20)	Teen sexual activity	1	2	3
(21)	Youth gang activity	1	2	3
(22)	Youth unemployment	1	2	3
(23)	AIDS	1	2	3
(24)	Other: _____	1	2	3

16. Much is written about involving parents and community groups in the school. In which of the areas below do you feel parents/community should be involved in your school? Choose as many as you feel are appropriate.

    (01) Curriculum development
    (02) Development of rules and procedures for student discipline
    (03) Evaluation of curriculum and instruction
    (04) Evaluation of school or classroom climate
    (05) Evaluation of school personnel
    (06) Fund raising for school-based foundation
    (07) Fund raising for individual school projects
    (08) Instructional assistance in the classrooms
    (09) Review and evaluation of instructional materials
    (10) Selection of school personnel
    (11) Student activity program planning
    (12) Supervision of student activities
    (13) Volunteer services for general administrative tasks
    (14) Review committees for appeals on student rights and responsibilities
    (15) Review evaluation of school grading and reporting practices

IV. Duties and Responsibilities of Assistant Principals

17. Principals have final responsibility for everything that happens in a school, but assistant principals share in differing degrees in that responsibility. Please indicate the job profile of the assistant principal(s) in your school according to the following scale:

N/A   - Not Applicable

(01) Slight - The principal does the job. APs may aid at your direction.

(02) Shared - Delegated with close supervision; principal and assistant principal(s) work together.

(03) Full - Delegated with general supervision; assistant principal(s) is held responsible for the job.

Responsibility for:
Curriculum and Instruction

(01) Articulation with feeder schools	N/A	1	2	3
(02) Evaluation of teachers	N/A	1	2	3
(03) Instructional media and materials	N/A	1	2	3
(04) Instructional methods	N/A	1	2	3
(05) School-wide examinations	N/A	1	2	3
(06) School master schedule	N/A	1	2	3
(07) Staff inservice	N/A	1	2	3
(08) Textbook selection	N/A	1	2	3
(09) Report card procedures	N/A	1	2	3

Responsibility for:
Community Relations
    (10) Administrative representative at
         community functions   N/A 1 2 3
    (11) Informing public of school achievements N/A 1 2 3
    (12) Liaison with community youth-serving
         agencies   N/A 1 2 3
    (13) Parent Advisory Council Meetings   N/A 1 2 3
    (14) School public relations program   N/A 1 2 3

Responsibility for:
School Management
    (15) Building use - nonschool related   N/A 1 2 3
    (16) Building use - school related   N/A 1 2 3
    (17) Cafeteria services   N/A 1 2 3
    (18) Clerical services   N/A 1 2 3
    (19) Computer services   N/A 1 2 3
    (20) Custodial services   N/A 1 2 3
    (21) Emergency arrangements   N/A 1 2 3
    (22) Graduation activities   N/A 1 2 3
    (23) Noninstructional equipment and supplies N/A 1 2 3
    (24) School budget   N/A 1 2 3
    (25) School calendars   N/A 1 2 3
    (26) School daily bulletins   N/A 1 2 3
    (27) School financial accounts   N/A 1 2 3
    (28) School policies   N/A 1 2 3
    (29) Special arrangements at start and close
         of school year   N/A 1 2 3
    (30) Transportation services   N/A 1 2 3

Responsibility for:
Staff Personnel
    (31) Faculty meetings   N/A 1 2 3
    (32) Orientation program for new teachers   N/A 1 2 3
    (33) Student teachers (Teacher Interns)   N/A 1 2 3
    (34) Substitute teachers   N/A 1 2 3
    (35) Teacher incentives, motivation   N/A 1 2 3
    (36) Teacher selection   N/A 1 2 3

Responsibility for:
Student Activities
    (37) Assemblies   N/A 1 2 3
    (38) Athletic program   N/A 1 2 3
    (39) School club program   N/A 1 2 3
    (40) School dances   N/A 1 2 3
    (41) School newspaper   N/A 1 2 3
    (42) Student council   N/A 1 2 3
    (43) Student photographs   N/A 1 2 3
    (44) Student store   N/A 1 2 3

Responsibility for:
Student Services
    (45) Orientation program for new students   N/A 1 2 3
    (46) Special education (IEPs)   N/A 1 2 3
    (47) Student attendance   N/A 1 2 3
    (48) Student discipline   N/A 1 2 3
    (49) Student testing program   N/A 1 2 3

18. Not including you in your role as principal, for this question, please circle the number which best describes your perception of the amount and quality of your administrative staff.

    A. The amount of administrative assistance in my building is:

    1_____2_____3_____4_____5
    Inadequate   Adequate   More than adequate

    B. The quality of administrative assistance in my building is:

    1_____2_____3_____4_____5
    Inadequate   Adequate   More than adequate

V. Career Decision

19. If you could choose again, would you select administration as a career?

    (01) Yes-definitely   (03) Uncertain   (04) No-probably not
    (02) Yes-probably   (05) No-definitely not

VI. Demographics

Appendix D

Interviewer Response Form

1. (01) The principal primarily should represent the interests of parents, leaders, and patrons of the school.

OR

   (02) The principal should take initiative in developing and implementing school policy according to his/her best professional judgment.

2. (01) The principal should effectively and efficiently manage the day-to-day affairs of the school.

OR

   (02) The principal should lead the school in new educational directions according to his/her best professional judgment.

3. (01) The principal should play the major role in establishing the agenda and deciding the important issues in the school.

OR

   (02) The principal should share decision making with the faculty on important school issues.

4. Are you satisfied with: (Not, satisfied, very)

	Not	satisfied	very
(01) The realization of expectations you had when you took the job?	1	2	3
(02) The amount of time that you devote to the job?	1	2	3
(03) The results that you achieve?	1	2	3
(04) The salary you receive?	1	2	3
(05) The amount of assistance you receive from your immediate superior(s)?	1	2	3
(06) The rapport that you have with teachers?	1	2	3
(07) The rapport that you have with students?	1	2	3
(08) The rapport that you have with parents?	1	2	3
(09) The rapport you have with community?	1	2	3

5. How do you spend your time during the typical work week?
   In the first column, Do Spend Time, mark a "1" next to the
   area in which you do spend the most time, ranking all areas
   until you have marked a "9" next to the area in which you
   spend the least time.

   Then, in the Should Spend Time column, mark a "1" next to the
   area in which you feel you should spend the most time, ranking
   all items accordingly until you have marked a "9" next to the
   area in which you feel you should spend the least time.

DO Spend Time	Area of Responsibility	SHOULD Spend Time
_____	(01) Program Development (curriculum, instructional leadership etc.)	_____
_____	(02) Personnel (evaluating, advising, conferring, recruiting, etc.)	_____
_____	(03) Management (weekly calendar, office, budget, memos, etc.)	_____
_____	(04) Student Activities (meetings, supervision, planning, etc.)	_____
_____	(05) Student Behavior (discipline, attendance, meetings, etc.)	_____
_____	(06) Community (PTA, advisory groups, parent conferences, etc.)	_____
_____	(07) District Office (meetings, task forces, reports, etc.)	_____
_____	(08) Professional Development (reading, conferences, etc.)	_____
_____	(09) Planning (annual, long range)	_____

6. On the average, how many hours a week do you work at your job
   as principal?

   (01) Less than 40   (03) 45-49   (05) 55-59
   (02) 40-44   (04) 50-54   (06) 60 or more

Roles of Principals

For the next four questions, use the following scale to describe first how you think your job should be and then to describe how your job actually is.

7A. 1_____2_____3_____4_____5
       Little   Moderate   Much

7B. 1_____2_____3_____4_____5
       Little   Moderate   Much

8A. 1_____2_____3_____4_____5
       Little   Moderate   Much

8B. 1_____2_____3_____4_____5
       Little   Moderate   Much

9A. 1_____2_____3_____4_____5
       Little   Moderate   Much

9B. 1_____2_____3_____4_____5
       Little   Moderate   Much

10A. 1_____2_____3_____4_____5
       Little   Moderate   Much

10B. 1_____2_____3_____4_____5
       Little   Moderate   Much

11. Listed below are several factors which could be considered "roadblocks" preventing principals from doing the job they would like to do. Indicate by checking whether each factor has or has not been a roadblock to you as principal during the past two years using this scale.

(1) Not A Factor (2) Somewhat A Factor (3) A Serious Factor

(01)	Teachers collective bargaining agreement	1 2 3
(02)	Defective communication among administrative levels	1 2 3
(03)	Inability to obtain funding	1 2 3
(04)	Inability to provide teacher time for planning or professional development	1 2 3
(05)	Insufficient space and physical facilities	1 2 3
(06)	Lack of competent administrative assistance	1 2 3
(07)	Lack of competent office help	1 2 3
(08)	Lack of district-wide flexibility (all schools conform to same policy)	1 2 3
(09)	Lack of content knowledge among staff	1 2 3
(10)	Lack of opportunity to select staff	1 2 3
(11)	Lack of time for myself	1 2 3
(12)	Long-standing tradition(s) in the school/district	1 2 3
(13)	New state guidelines/requirements	1 2 3
(14)	Parents apathetic or irresponsible about their children	1 2 3
(15)	Pressure from community	1 2 3
(16)	Problem students (apathetic, hostile, etc.)	1 2 3
(17)	Resistance to change by staff	1 2 3
(18)	Superintendent or central office staff who have not measured up to expectations	1 2 3
(19)	Teacher shortage or teacher turnover	1 2 3
(20)	Time required to administer, supervise student activities	1 2 3
(21)	Time taken by administrative detail at expense of more important matters	1 2 3
(22)	Too large a student body	1 2 3
(23)	Too small a student body	1 2 3
(24)	Variations in the ability and dedication of staff	1 2 3
(25)	Other: _____	1 2 3

12. Tasks of American schools ranked according to your belief about their relative importance.

_____(01) Acquisition of basic skills (reading, writing, speaking, computing, etc.)
_____(02) Appreciation for and experience with the fine arts
_____(03) Career planning and training in beginning occupational skills
_____(04) Development of moral and spiritual values
_____(05) Development of positive self-concept and good human relations
_____(06) Development of skills and practice in critical intellectual inquiry and problem solving
_____(07) Development of skills to operate in a technological society (engineering, scientific, etc.)
_____(08) Knowledge about and skills in preparation for family life (e.g., sex education, home management, problems of aging, etc.)
_____(09) Preparation for a changing world
_____(10) Physical fitness and useful leisure time sports
_____(11) Understanding of the American value system (its political, economic, social values, etc.)

III. Instruction, Educational Programs, and Issues

13. How many hours a week do you spend informally visiting classrooms or discussing teaching with teachers?

(01) None   (04) 7-9 hours
(02) 1-3 hours   (05) 10 or more hours
(03) 4-6 hours

14. From the following list, what do you think are the three most important skills and characteristics of a "good" teacher.

_____ _____ _____

(01) Competence in subject matter knowledge.
(02) Competence in methods of instruction.
(03) Competence in adjusting instruction to the varying learning styles and learning skills of the students.
(04) Competence in helping students acquire basic learning outcomes.
(05) Competence in developing and evaluating new instructional techniques.
(06) Interpersonal skills in working with students, parents, and colleagues.
(07) Sensitivity to differing socioeconomic and/or differing cultural backgrounds of students.
(08) Skill in developing positive student self-concept.
(09) Skill in developing in students respect for others.
(10) Good employee behaviors and work habits (dependability, punctuality, attendance, completion of tasks on time).

15. Below is a list of conditions or developments which many
    believe have a general influence upon secondary education.
    Please indicate how you feel each will influence your school
    during the next three to five years using this scale.

    Scale: (1) No Influence of my school
            (2) Some Influence on my school
            (3) Strong Influence on my school

(01) Schools accountability movement	1	2	3
(02) Student alcohol abuse	1	2	3
(03) Change in government funding	1	2	3
(04) Changing family structure	1	2	3
(05) Child abuse (physical, sexual, mental)	1	2	3
(06) Community participation	1	2	3
(07) Competency testing of students	1	2	3
(08) Demand for basics	1	2	3
(09) Student drug abuse	1	2	3
(10) Enrollment increase or decline	1	2	3
(11) Finance and general economy	1	2	3
(12) Graduation requirements	1	2	3
(13) New technologies especially computers	1	2	3
(14) Student attendance problems	1	2	3
(15) Student motivation	1	2	3
(16) Teacher competency/accountability	1	2	3
(17) Teacher incentives/motivation	1	2	3
(18) Teacher shortage	1	2	3
(19) Teen emotional/psychological problems (runaways, suicide, etc.)	1	2	3
(20) Teen sexual activity	1	2	3
(21) Youth gang activity	1	2	3
(22) Youth unemployment	1	2	3
(23) AIDS	1	2	3
(24) Other: _____	1	2	3

16. Much is written about involving parents and community groups
    in the school. In which of the areas below do you feel
    parents/community should be involved in your school. Choose
    as many as you feel are appropriate ___ ___ ___ ___ ___ ___

IV. Duties and Responsibilities of Assistant Principals

17. Principals have final responsibility for everything that
happens in a school, but assistant principals share in
differing degrees in that responsibility. Please indicate
the job profile of the assistant principal(s) in your
school according to the following scale:
Not Applicable

    (01) Slight - The principal does the job. APs may aid at
            your direction.

    (02) Shared - Delegated with close supervision; principal and
            assistant principal(s) work together.

    (03) Full -   Delegated with general supervision; assistant
            principal(s) is held responsible for the job.

Responsibility for:
Curriculum and Instruction

(01) Articulation with feeder schools	N/A	1	2	3
(02) Evaluation of teachers	N/A	1	2	3
(03) Instructional media and materials	N/A	1	2	3
(04) Instructional methods	N/A	1	2	3
(05) School-wide examinations	N/A	1	2	3
(06) School master schedule	N/A	1	2	3
(07) Staff inservice	N/A	1	2	3
(08) Textbook selection	N/A	1	2	3
(09) Report card procedures	N/A	1	2	3

Community Relations

(10) Administrative representative at community functions	N/A	1	2	3
(11) Informing public of school achievements	N/A	1	2	3
(12) Liaison with community youth-serving agencies	N/A	1	2	3
(13) Parent-Teacher Association	N/A	1	2	3
(14) School public relations program	N/A	1	2	3

School Management

(15) Building use - nonschool related	N/A	1	2	3
(16) Building use - school related	N/A	1	2	3
(17) Cafeteria services	N/A	1	2	3
(18) Clerical services	N/A	1	2	3
(19) Computer services	N/A	1	2	3
(20) Custodial services	N/A	1	2	3
(21) Emergency arrangements	N/A	1	2	3
(22) Graduation activities	N/A	1	2	3
(23) Noninstructional equipment and supplies	N/A	1	2	3
(24) School budget	N/A	1	2	3
(25) School calendars	N/A	1	2	3
(26) School daily bulletins	N/A	1	2	3
(27) School financial accounts	N/A	1	2	3
(28) School policies	N/A	1	2	3
(29) Special arrangements at start and close of school year	N/A	1	2	3
(30) Transportation services	N/A	1	2	3

Responsibility for:
Staff Personnel

(31) Faculty meetings	N/A	1	2	3
(32) Orientation program for new teachers	N/A	1	2	3
(33) Student teachers (Teacher Interns)	N/A	1	2	3
(34) Substitute teachers	N/A	1	2	3
(35) Teacher incentives, motivation	N/A	1	2	3
(36) Teacher selection	N/A	1	2	3

Responsibility for:
Student Activities

(37) Assemblies	N/A	1	2	3
(38) Athletic program	N/A	1	2	3
(39) School club program	N/A	1	2	3
(40) School dances	N/A	1	2	3
(41) School newspaper	N/A	1	2	3
(42) Student council	N/A	1	2	3
(43) Student photographs	N/A	1	2	3
(44) Student store	N/A	1	2	3

Responsibility for:
Student Services

(45) Orientation program for new students	N/A	1	2	3
(46) Special education (IEPs)	N/A	1	2	3
(47) Student attendance	N/A	1	2	3
(48) Student discipline	N/A	1	2	3
(49) Student testing program	N/A	1	2	3

18. Not including you in your role as principal, for this question, please circle the number which best describe your perception of the amount and quality of your administrative staff.

A. The amount of administrative assistance in my building is:

1	2	3	4	5
Inadequate		Adequate		More than adequate

B. The quality of administrative assistance in my building is:

1	2	3	4	5
Inadequate		Adequate		More than adequate

19. If you could choose again, would you select administration as a career?

(01) Yes-definitely   (03) Uncertain   (04) No-probably not
(02) Yes-probably   (05) No-definitely not

DEMOGRAPHICS

A. Sex?   (01) Male   (02) Female

B. Age?

   (01) 23 or under   (04) 35-39   (07) 50-54
   (02) 24-29   (05) 40-44   (08) 55-59
   (03) 30-34   (06) 45-49   (09) 60 or older

C. With which ethnic group would you identify yourself?

   (01) White   (03) Hispanic   (05) Asian
   (02) Black   (04) American Indian   (06) Other:_____

D. In which of the following areas did you major as an
    undergraduate? Select only one answer.

   (01) Secondary education (other than physical education)
   (02) Physical education
   (03) Elementary education
   (04) Humanities (literature, languages, etc.)
   (05) Physical or biological sciences
   (06) Social Sciences (sociology, history, etc.)
   (07) Mathematics
   (08) Fine arts
   (09) Philosophy
   (10) Other:_____

E. What is the highest degree you have earned?

   (01) Less than a BA
   (02) Bachelor's Degree
   (03) Master's Degree in Education
   (04) Master's Degree not in Education
   (05) Master's Degree plus some additional graduate work
   (06) Educational Specialist, six-year program or equivalent
   (07) Master's Degree plus all course work for a doctorate
   (08) Doctor of Education
   (09) Doctor of Philosophy
   (10) Other:_____

F. How many years of classroom teaching experience, regardless of
    level, did you have prior to taking your present position? Do
    not include years as a full-time administrator, supervisor,
    consultant, counselor, psychologist, or librarian.

   (01) None   (04) 4-6 years   (07) 15-19 years
   (02) One year   (05) 7-9 years   (08) 20-24 years
   (03) 2-3 years   (06) 10-14 years   (09) 25 or more years

G. At what age were you appointed to your first principalship?

   (01) 23 or under   (04) 35-39   (07) 50-54
   (02) 24-29   (05) 40-44   (08) 55-59
   (03) 30-34   (06) 45-49   (09) 60 or older

H. How many years have you served as a principal, including this school year?

(01) One year   (04) 6-7 years   (07) 15-19 years
(02) 2-3 years   (05) 8-9 years   (08) 20-24 years
(03) 4-5 years   (06) 10-14 years   (09) 25 or more years

I. What grades are included in your school?

(01) 6-8 or 7-8 (middle school)
(02) 7-9 (junior high)
(03) 9-12, 10-12, (high school)
(04) Other_____