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WITHIN A SOCIAL THEORY OF ORGANIZATION

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AN EXAMINATION OF THE ASSISTANT PRINCIPALSHIP
WITHIN A SOCIAL THEORY OF ORGANIZATION

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The writer wishes to express a personal note of appreciation to my wife, Doris, and my parents*, Mr. and Mrs. Robert West, for their sympathetic understanding, patience, support, and encouragement, without which this study could not have been completed.

*Deceased

DEDICATION

This investigation is respectfully dedicated to my wife, Doris, and my parents* Robert and Eunice West, for their continuous support and encouragement.

*Deceased

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AN EXAMINATION OF THE ASSISTANT PRINCIPALSHIP
WITHIN A SOCIAL THEORY OF ORGANIZATION

CHAPTER I

INTRODUCTION

Background of the Study

Schools today are social institutions which are generally expected to be instrumental in fostering and perpetuating our democratic way of life. In the United States, education of the proper type and amount is regarded as the bulwark of a good government, as the best guarantee for a progressing society, and as an open avenue to the individual for the realization of his potentialities.¹

Serious questions, in the form of criticisms, concerning the quality of education at the high school level have been voiced by members of the educational profession and informed laymen. In view of such attacks, there are many

¹L.O. Taylor, Don R. McMahon, and Bob L. Taylor, The American Secondary School (New York: Century Crofts, Inc., 1960), p. 156.

commentators who believe that improvements in education in the future will take place at the high school level.² During the time of such criticisms, administrators in the secondary schools need to have strong convictions about the purposes and the programs of the schools of which they are a part. They must have positive faith in their duties and in the institutions existing for today's young generation.

Since the reorganization program of the Mississippi Public School System in 1953,³ the development of larger and more diversified high schools have placed an increased burden on the principals of these institutions. As a result of this growth, high school principals have sought the services of assistant principals to help in performing their duties and responsibilities.

Jacobson, Reavis, and Logsdon state that:

The enumeration of the various kinds of demands made on the principals indicate that the proper performance of the task is a professional undertaking which challenges the ability of the most able and best trained individuals. If, . . . the number of duties is too great for one person

²Pierre D. Lambert, "Priorities in Education," Clearing House, XLI (September, 1966), pp. 3-6. J. Loyd Trump, "Secondary Education Tomorrow," National Association of Secondary School Principals Bulletin, L (April, 1966), pp. 87-89.

³School Laws of Mississippi (Jackson: Department of Education, 1958), p. 173.

to perform, the solution to the problem must be sought in securing assistants to bear part of the load. . . . The assistant principalship is becoming an increasingly important professional position in our larger school systems, especially at the secondary level because of the size of the school.⁴

The organizational structure in which the assistant principal functions should be considered when the position is being discussed.⁵ The organizational pattern of a school system tends to reflect the educational goals and philosophy of the administration, faculty, and community. It reveals the conditions and working arrangements that are essential for pursuing its function. Once established, the organizational pattern helps to determine the efficiency and effectiveness of the entire educational program. However, the nature of the organization and consistent responsiveness to the demands of particular educational programs depend upon such factors as the total setting in which schools operate, the theory of organization followed, and the part subordinate personnel play in shaping the organization of the educational

⁴Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1963), pp. 371-372.

⁵Talcott Parson, "Suggestions for a Sociological Approach to the Theory of Organization," Administrative Science Quarterly, I (June, 1956), p. 67.

program that exist within the local public school system.⁶

The tasks to be performed by subordinate personnel depend upon the administrative structure and the capabilities of personnel. Within the framework, Mergis holds to the idea that:

Assigning responsibilities, authorizing decision making, and facilitating the total process form the basis of effective administration. . . . Delegation is the process of placing responsibility for decision making at the lowest level where the necessary information, skill, and experience exist to make a satisfactory decision. It assigns to individuals that part of the educational process which they know how to perform best.⁷

Need for the Study

A review of the literature revealed that no study has been or is being conducted to determine the tasks performed by assistant principals in public high schools in Mississippi. This study will provide the state of Mississippi with its first as well as current information pertaining to the tasks performed by assistant principals in public high schools within the state.

⁶L.J. Stiles, L.E. McCleary, and Roy C. Turnbaugh, Secondary Education in the United States (New York: Hartcourt, Brace and World, Inc., 1962), p. 175.

⁷Harry J. Mergis, "Delegation in School Administration," School Board Journal, CXLIV (March, 1962), p. 12.

This study is predicated on the hypothesis that differences in tasks performed by assistant principals do exist, and if such differences are present, then it is possible that these differences may be related to the structural elements that are emphasized within the local school organization in terms of operational practices.

Statement of the Problem

The problem of this study was to describe the tasks performed by assistant principals in bureaucratic and non-bureaucratic public school systems.

Purposes of the Study

The purposes of the study were to ascertain the current tasks performed by assistant principals in public high schools in Mississippi, and to examine the current operational practices of local public school systems in which they work. The study was undertaken in order to examine the position of the assistant principalship to find out what are the usual tasks related to the office and to determine whether operational practices of the local public school system have noticeable effects upon the tasks performed by the assistant principal.

Limitations of the Study

This investigation is confined to the tasks performed by assistant principals in public high schools and to the elements that comprise the Organizational Theory of Robert Prestus. This investigation is also limited to thirty-one local public school systems in Mississippi employing the services of assistant principals in high schools. (See Appendixes A and E for a list of participating schools and school systems.)

Definition of Terms

Assistant Principal--the individual in the high school who has been employed as the principal's chief assistant.

Tasks Performed--functions assigned or services rendered for which assistant principals are held accountable.

Organization--a system of established interpersonal relations where individuals are differentiated in terms of authority and position.

Organizational Practices--established procedures designed to facilitate the operational aspect of a local public school system.

Local Public School System--the agency created by the state to administer and supervise the tax-supported educational programs of a state within an established school district.

Public High School--a school unit with grades seven through twelve, nine through twelve, or ten through twelve.

Bureaucratic Model of Organization--the theory supported by Presthus that all large organizations are characterized by: large size, specialization, hierarchy, status, oligarchy, co-optation, and rationality.

Procedure

The method utilized in securing data for the study was the normative survey. Travers states that "surveys" are used to determine the nature of existing conditions.⁸ Good, Barr, and Scates indicate that "surveys" are concerned with ascertaining the conditions that exist in a group of cases.⁹

The procedure for securing the desired data for the study involved eight major steps: (1) the constructing and validating of descriptive statements pertaining to tasks

⁸Robert M.W. Travers, An Introduction to Educational Research (New York: The Macmillan Company, 1958), p. 231.

⁹Carter V. Good, A.S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Crofts, Inc., 1941), p. 286.

performed by assistant principals based upon professional literature and a jury of competent authorities in the field of educational administration; (2) the development of recommended tasks in the form of a questionnaire; (3) the constructing and validating of descriptive statements pertaining to operational practices of local public school systems based upon Presthus' Theory of Organization; (4) the development of an inventory in the form of a checklist pertaining to operational practices of local public school systems; (5) the ascertaining of tasks performed by assistant principals in public high schools; (6) the ascertaining of operational practices of local public school systems; (7) the evaluating of the tasks performed by assistant principals in public high schools; and (8) the evaluating of operational practices of local public school systems.

Two instruments in the form of a checklist were used to secure data for the study. One instrument was designed to secure data pertaining to tasks performed by assistant principals in public high schools, and was forwarded to forty-nine assistant principals. The second instrument was designed to secure data pertaining to operational practices emphasized within local public school systems, and was forwarded to two hundred and ninety educators. A more detailed

description of the two instruments is given in Chapter IV.

Analysis and Interpretation of Data

For purposes of analysis and interpretation, data received from the instrument pertaining to operational practices of local public school systems were organized into tables indicating the extent of confirmation of operational practices in accordance with the order of arrangement of operational practices listed on the instrument.

Local public school systems were classified into two groups: (1) bureaucratic--those that place emphasis upon bureaucratic practices within the operational structure, and (2) non-bureaucratic--those that do not place emphasis upon bureaucratic practices within the operational structure, based upon responses to operational practices. The statistical formula for classifying school systems as bureaucratic and non-bureaucratic based upon the tabulation of responses received from the respondents in thirty-one local public school systems was the median.¹⁰

For purposes of analysis and interpretation, data received from the instrument pertaining to tasks performed by

¹⁰J.P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1965), p. 52.

assistant principals were organized into tables indicating the positive or negative confirmation in accordance with the order of arrangement of tasks listed on the instrument.

A comparison was made to determine whether there was any significant relationship between the tasks performed by assistant principals in bureaucratic and non-bureaucratic school systems. The statistical formula used in determining the relationship between tasks performed by assistant principals in bureaucratic and non-bureaucratic school systems was the phi coefficient presented by Guilford.¹¹ The formula for phi coefficient is:

$$\phi = \frac{ad-bc}{\sqrt{(a+b)(a+c)(b+d)(c+d)}}$$

a observed frequencies of first cell in row one

b observed frequencies of second cell in row one

c observed frequencies of first cell in row two

d observed frequencies of second cell in row two

The phi coefficient was selected because of its usefulness in calculating the relationship between two characters or attributes neither of which is directly measureable, but both of which are capable of being grouped into two categories or groups. Phi coefficient permits the classification

¹¹Ibid., p. 334.

of data into two dichotomous categories and can be cross classified through the utilization of a contingency table, which has four cells and marginal totals. The assumptions made for the purposes of this study are that (1) the tendency of local public school systems to emphasize operational practices is normally distributed although not more accurately evaluated than by established procedures; (2) tasks performed by assistant principals are normally distributed although not more accurately evaluated than by a "yes" or "no" response; and (3) the relationship between operational practices and tasks performed by assistant principals in high schools are linear.

Once the phi coefficient was ascertained, its significance was verified by the use of chi square.¹² The formula for testing the significance of the phi coefficient by using chi square is:

$$x^2 = N\phi^2$$

N = total number of responses in each table

ϕ = phi coefficient of correlation

¹²Ibid., p. 334.

Organization of the Study

This study is organized into six chapters. Chapter I presents an introduction which includes the problem and general plan of the study. Chapter II is concerned with a review of related literature. An explanation of Presthus' Theory of Organization is presented in Chapter III. Chapter IV is concerned with a description of the procedure followed in collecting the data. The analysis and interpretation of the data is presented in Chapter V.

The summary of the study, the conclusions based upon the findings, and recommendations are given in Chapter VI.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Numerous articles and research studies have been reported concerning the duties of the assistant principal. Several investigations have been concerned with the status of assistant principals in large city school systems and state-wide school systems.¹ Some of the more recent studies have established definite contributions which are pertinent to this investigation in terms of a more functional description of the assistant principalship. Only the articles and investigations pertaining to the assistant principal in the public high school will be discussed in this chapter.

¹Herbert T. Somerville, "Duties and Qualifications of Administrative Assistant to High School Principals in Selected City School Systems of Ohio" (unpublished Ed. D. dissertation, Western Reserve University, 1965). Joseph W. Yarbrough, "Status of the Assistant Principal in Senior High Schools of the United States in Cities with a Population of from 100,000 to 1,000,000" (unpublished dissertation, Colorado State College of Education, 1953). Charles Long, "Duties of Secondary-School Vice-Principals," National Association of Secondary School Principals Bulletin, XLI (February, 1957), pp. 26-37.

Writers generally agree upon the need for the position of assistant principal, especially in the larger high schools. Such a need appears to be based upon the increased responsibility of the principal, as the result from the growing complexity of school population, school organizations, and school curricula. As early as 1925 Johnson stated:

In many schools provision is made for the office of assistant principal. Schools of five hundred or more pupils should have such an officer, to whom the principal may assign a large part of the routine administrative tasks. . . . In some cases he may assist in the supervision and improvement of instruction. The division of work between the principal and his assistant should depend upon their personal adaptability to the various tasks to be performed.²

In support of the need for assistant principals in high schools, Edmonson, Roemer, and Bacon wrote that:

It is poor organization, indeed, that offers no insurance against the possible incapacity or loss of the chief executive. A comparatively small school of not more than half a dozen teachers should have someone designated as first assistant to the principal. The fact that there is some one who feels the immediate responsibility for carrying on lends needed security. A serious period of uncertainty, often accompanied by political manipulation and opportunities for the display of rivalry, is avoided largely by having a qualified assistant who assumes responsibility the moment the

²Franklin W Johnson, The Administration and Supervision of the High School (Boston: Ginn and Company, 1925), p. 91.

principal leaves the scene either temporarily or permanently.³

Barrett lists the following five reasons for the employment of an assistant principal:

1. The position provides a training opportunity for a future school principal.
2. The position relieves the principal and thus provides him with more time for his more important duties.
3. The position provides an additional facility for contact and communication with parents, students, and teachers.
4. The position provides for more effective supervision of the entire school.
5. The position increases the scope of administrative activities.⁴

According to Douglas, the assistant principal is not distinctly a separate officer, but is an assistant to the principal, in many instances sharing certain responsibilities and subject to having his duties changed from time to time. Good administration calls for developing clearly marked areas

³James B. Edmonson, Joseph Roemer, and Francis L. Bacon, Secondary School Administration (New York: MacMillan Co., 1932), p. 57.

⁴Thomas K. Barrett, "Assistant Principals," American School Board Journal, CXXX (April, 1955), p. 56.

of responsibility for the assistant principal, with a minimum of interference.⁵

One of the earliest studies concerned with assistant principals that was of major significance was made by Van Eman in 1926. He sought evidence from eighty of the larger high schools in Ohio. Fifty-two returns were received, twenty-six from junior high schools and twenty-six from senior high schools. In the majority of cases the duties of the assistant principals were defined entirely by the principal of the school. In only seven junior high schools and six senior high schools were the duties of the assistant principal defined to any considerable measure by the board of education. The majority of assistant principals in high schools were women who performed the following duties:

1. Exercise supervision of the girls and help them to solve their problems.
2. Exercise general supervision of the discipline of the girls and in a few cases of the boys.
3. Have direct control of all records and partial control of the attendance.
4. Confer with failing pupils and their parents.

⁵Harl R. Douglas, Organization and Administration of Secondary Education (Boston: Ginn and Co., 1945), p. 589.

5. Work out plans with the principal's help for improving the morale of the school and the type of work done by pupils and teachers.

6. Have complete charge of the social functions of the school.

7. Act as a general "shock absorber."⁶

An extensive descriptive discussion of the assistant principal is presented by Rice, Conrad, and Fleming in their book entitled The Administration of Public High Schools Through Their Personnel.⁷ It was pointed out by the authors that even though the assistant principal is second to the principal in authority in the school, he is accorded little recognition in professional circles. In many instances the duties of the assistant principal were ill defined and vary greatly from school to school. The authors stated that the duties of the assistant principal should include the business administration affairs of the school; the organization of office routine; the supervision of the school plant, and

⁶Charles R. Van Eman, "The Functions of the Assistant High-School Principal and other Assistant Executives," Educational Research Bulletin, V (March, 1926), p. 150.

⁷G.A. Rice, C.C. Conrad, and Paul Fleming, The Administration of Public High Schools Through Their Personnel (New York: The MacMillan Co., 1933), p. 260.

the making of school schedules. The assistant principal may also become involved with discipline, the testing program, and extra-classroom activities.

Cohen⁸ described the work of administrative assistants in high schools in New York. The author's main concern was in defense of the need for administrative assistants in high schools. The duties emphasized within the article were in connection with the operational aspects of the school which included schedule making, supervising clerical personnel, safety measures, and the overall supervision of the entire school on a daily basis.

A study related to the duties and responsibilities of the assistant principal was reported by Boardman, Gran, and Holt.⁹ One aspect of their study was concerned with the administrative and supervisory duties performed by assistant principals in high schools in Wisconsin with an enrollment of six hundred or more. Twenty-one assistant principals

⁸Bertha Cohen, "The Work of the Administrative Assistants to the Principal in the High Schools of the City of New York," High Points XXII (December, 1940), pp. 32-37.

⁹Charles W. Boardman, John M. Gran, and Agnes E. Holt, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," National Association of Secondary School Principals Bulletin, XLVI (March, 1946), pp. 3-11.

participated in the study. The duties and responsibilities of the assistant principal were reported under two headings: (1) those for which they were personally responsible; (2) those for which they were cooperatively responsible. In some situations, the duties for which the assistant principal was personally responsible were performed by him, and in some situations the duties were delegated to a subordinate under his supervision. The duties for which the assistant principal was cooperatively responsible were shared with others. The findings of this study can be summarized as follows:

The assistant principals of Wisconsin were found to have considerable administrative responsibility, both personal and cooperative, especially for duties listed under pupil accounting, curriculum, and school control. While there were no supervisory duties for which fifty per cent of the assistant principals were personally responsible, marked cooperative responsibility was found for many activities of a supervisory nature, especially those concerned with developing a supervisory program and improving special services.¹⁰

The second aspect of this study was concerned with the uniformity of regularities in the allocation of duties to assistant principals in the high schools of Minnesota with an enrollment of five hundred or more. Thirty-five assistant principals participated in the study. The study revealed that the cooperative responsibilities of the

¹⁰Ibid., p. 8.

assistant principal were great in the area of curriculum, school control, and extra class activities. The author also found that there was a marked tendency for the assistant principal to become more involved in developing supervisory programs and improving the curriculum.¹¹

The purposes of an investigation by Weiss¹² of assistant principals in the Middle Atlantic States were to determine the nature of duties performed by assistant principals personally and those that were shared with other school personnel. Sixty-six assistant principals participated in the study. The study revealed that there were three duties performed personally by fifty per cent or more of the assistant principals. These duties consisted of: (1) holding parent conferences regarding pupil discipline; (2) running the school in the absence of the principal; (3) representing the principal at community functions. Nine of the most important duties whose performance was shared by more than fifty per cent of the assistant principals consisted of:

¹¹Ibid., p. 11.

¹²George A.W. Weiss, "The Duties of the Secondary-School Vice-Principal," National Association of Secondary School Principals Bulletin, XXXVII (December, 1953), pp. 110-117.

1. Developing the school philosophy
2. Developing school standards
3. Conducting teachers' meetings
4. Preparing administrative bulletins
5. Organization of curricula
6. Setting and supervising instructional experiments
7. Counseling with pupils
8. Parent conferences regarding pupil adjustment
9. Inspection of building and grounds¹³

The findings of a study by Lillard¹⁴ revealed some interesting points concerning the duties and responsibilities of assistant principals in Oklahoma. Twenty-nine assistant principals participated in the study. The study revealed that the duties and responsibilities of the assistant principals were prescribed orally by the principal in four-fifths of the cases reported. Also, with the exception of serving as principal when the principal was absent, the duties and responsibilities of the assistant principal were concentrated mainly in the areas of attendance, discipline, and extra class activities.

¹³Ibid., p. 110.

¹⁴Bill Lillard, "The Status, Duties, and Responsibilities of the Assistant Principal in the High Schools of Oklahoma" (unpublished Ed.D. dissertation, Oklahoma University, 1956).

In 1957, Bauer¹⁵ described the duties of assistant principals in Los Angeles junior and senior high schools. The duties presented by the author were accepted by the Board of Education, thus providing one of the first attempts to unify the duties of assistant principals within a school system. Under the supervision of the secondary school principal the assistant principal:

1. Has complete responsibility for the school in the absence of the principal.
2. Provides educational leadership, through sharing in the formulation and interpretation of administrative policies, supervising assigned areas of instruction, encouraging and developing curriculum experiments, and conducting in-service training and orientation programs.
3. Makes or contributes to the making of the master program each semester.
4. Has major responsibility for administering educational services, such as library, audio-visual, and textbooks.
5. Plans activities to develop esprit de corps among faculty and students.
6. Works with the principal in selection, evaluation, and rating of staff personnel; works with teachers in improving classroom instruction and teacher-pupil relationships.
7. Assigns and equalizes additional responsibilities for teachers.
8. Has major responsibility for the counseling, evaluation, attendance, and health programs.
9. Has prime responsibility for pupil discipline; holds parent and teacher conferences to promote maximum development of pupils; initiates psychiatric referrals and inter-school placements.

¹⁵Harold E. Bauer, "What is a Vice-Principal in the Los Angeles City Schools?" California Journal of Secondary Education, XXXII (November, 1957), pp. 409-410.

10. Coordinates and gives direction to the work of law enforcement agencies.

11. Organizes and directs plant protection activities, including problems pertaining to vandalism; plans and conducts fire, earthquake, and civil defense drills.

12. Prepares and maintains the master calendar and prepares the daily bulletin.

13. Plans and administers the extra-curricular program, including social activities and athletic events.

14. Plans and coordinates relations with other levels--elementary, junior college, trade school, college.

15. Shares in management responsibilities, such as plant supervision, cafeteria, plant maintenance, supplies and equipment, and transportation.

16. Shares in administration of communication activities, such as bulletins, handbooks, annuals, newspapers, and counseling guides.

17. Serves as leader in community meetings and groups.

18. Performs other duties as assigned.¹⁶

Hunt and Pierce¹⁷ expressed the view that status and abilities are the most important factors that should be considered in delegating duties to assistant principals. As a starting point, the principal should begin by delegating the "operation" of the school to the assistant principal. Instead of making the assistant principal the "leg man" for the school's program, the principal should guide him in planning, reviewing, and approving procedures designed to support and implement the school's program.

¹⁶Ibid., pp. 409-410.

¹⁷Herold C. Hunt, and Paul R. Pierce, The Practice of School Administration (Boston: Houghton Mifflin Co., 1958), pp. 123-124.

The need for developing a statement of philosophy in regard to the assignment of duties to administrative assistants was expressed by Laughery.¹⁸ It was pointed out the position of assistant principal serves two purposes: (1) to provide for more effective administration of the educational offerings of the school; (2) to provide in-service training experience for the position of principal. To accomplish the two stated purposes, a planned sequence of experiences must be developed and implemented. The general areas that should be considered in developing a program of duties for assistant principals are: (1) pupil personnel services; (2) certificated and non-certificated personnel; (3) curriculum; (4) plant management; (5) community relations, and (6) general administration or educational leadership.

According to French, Hull, and Dodds,¹⁹ the assistant principal should be chosen to complement the principal in areas where he is least skillful. Such a choice obligates

¹⁸Wayne W. Laughery, "Expedience or Vision in the Assignment of Assistant Principal's Duties?," National Association of Secondary School Principals Bulletin, XLIII (September, 1959), pp. 112-114.

¹⁹Will French, J. Dan Hull, and B.L. Dodd, American High School Administration, Policy and Practice (New York: Rinehart and Co., 1960), p. 148.

the principal to provide the assistant principal with increasing opportunities for growth as he is able to take advantage of them.

Goddard²⁰ pointed out the importance of the administrative scheme in assigning duties to assistant principals. Three criteria should be observed prior to assigning duties: (1) staff members must recognize that the total responsibility for the school rests with the principal; (2) it is the responsibility of the principal and assistant principal to construct cooperatively a job description for the assistant principal; (3) the principal must delegate to the assistant principal the authority commensurate with the responsibilities that are assigned to the assistant principal.

One of the latest articles concerned with assistant principalship was presented by Novak. The author described the position as one that has been in widespread existence for not much more than two decades. He believed that the assistant principal occupies a position that is broad and difficult to define. Novak indicated that a weak assistant principal with ill-defined authority has trouble maintaining

²⁰Gareth B. Goddard, "The Assistant Principal-- Understudy or Partner in Professional Leadership," National Association of Secondary School Principals Bulletin, XLVI (September, 1962), p. 31.

self-respect and may become an obstacle to, rather than a facilitator of progress. The basis of a strong and effective assistant principal is established through planned partnership between the principal and assistant principal. The duties of the assistant principal recommended by the author were divided into eight categories which included: (1) instruction; (2) staff; (3) guidance and pupil behavior; (4) organization and scheduling; (5) activities program; (6) plant and equipment; (7) community relationships; and (8) research and reporting.²¹

In an attempt to establish a precise description of the assistant principalship, Michaels believed that assistant principals have general common denominators applicable within a complex school environment. These common denominators related to the duties of the assistant principal and consist of:

1. The assistant principal is an "implementer" of the principal's directives and directions.
2. The assistant principal is a "decision-maker" in the area of his principal-delegated jurisdiction.

²¹Benjamin J. Novak, "Examining the Role of the Vice-Principal," American School Board Journal, CXLVI (May, 1963), p. 15.

3. The assistant principal is a "suggestor" to the principal.²²

Whittacre made a study of the status and duties of the assistant principal in selected high schools in North Eastern Ohio. It included: (1) educational and personal background; (2) area of professional activity; and (3) the personal opinions of the assistant principal relative to himself and his work. Data for the study were obtained through a questionnaire from 119 cooperating assistant principals. The sample represented all kinds of organization. The study revealed that the assistant principal shared his duties with other staff members in the areas of (1) general administration, (2) supervision, (3) routine office and clerical work, (4) community activities, and (5) substitute-teacher service. He held primary responsibilities in the areas of pupil welfare and pupil control. Recommendations which Whittacre felt would improve the professional image and efficiency of the assistant principal were:

1. The graduate program in school administration should be revised to include courses in specific problems of assistant principals; greater emphasis on courses in human relations, school law, and finance; and the development of courses affording practical experience as an administrator.

²²Melvin L. Michaels, "The Role of the Assistant Principal," The National Association of Secondary School Principals Bulletin, XLIX (January, 1965), pp. 5-11.

2. A cadet administrator's program should be developed.

3. The assistant principal should be given more primary responsibilities and decision making authority.

4. All school systems should have a detailed written description of the responsibilities of the office. This should be a joint endeavor of all phases of administration.

5. Professional organizations should develop subdivisions designed especially for assistant principals.

6. The state department of education should re-examine present requirements and consider professional certification for assistant principals.²³

In view of the continuous efforts of writers to provide a descriptive analysis of the assistant principalship, Gilbert's interpretative description of the position is rather unique. He briefly describes the position as one in which:

1. The assistant principal has a variety of horizontal and vertical assignments requiring specific skills in areas of organization, administration, and supervision.

2. The assistant principal is much closer in rank to the teacher than is the principal. Assistant principals know that teachers are a proud, intelligent race. When the assistant principal presents cold facts that reveal weaknesses, the staff will want to initiate and suggest solutions. He must be willing, at all times, to consider their problems. The teachers must feel that the assistant knows they can learn and improve.

3. The assistant principal works steadily toward his highest goal of making the teachers self-directive and encouraging them to evaluate their own services.

²³Frank R. Whittacre, "The Assistant Principalship in Selected Secondary Schools of North Eastern Ohio" (unpublished Ed.D. dissertation, Western Reserve University, 1965).

The assistant principal's leadership, in short, consists of his getting teachers and pupils to assume leadership. He will criticize policies and practices, not people. Ideally, the assistant thus becomes a consultant, not a discoverer of weaknesses. His basic tool is persuasion rather than coercion.²⁴

Summary

In this chapter the literature concerning the assistant principalship has been surveyed. The literature indicated that the position probably evolved as the result of expediency rather than careful planning. Articles and research studies indicate the need for the position and continuous efforts have been made to provide a description of the position.

The literature dealing with the duties and responsibilities of assistant principals indicates two general changes which are occurring in the position. First, the scope of activities of the position seems to be moving away from the original clerical and disciplinary responsibilities towards broader phases of school administration. Second, the more recent studies conducted by contemporary educators, show greater uniform patterns of duties and responsibilities of assistant principals in high schools.

²⁴Samuel G. Gilbert, "On Being an Assistant Principal," Clearing House, XXXI (March, 1957), p. 423.

The examination of the literature pertaining to the assistant principal revealed that several status studies have been conducted, but there is a lack of information pertaining to the relationship between tasks performed by assistant principals in local public school systems with different organizational characteristics, and no study is on record identical to this investigation.

CHAPTER III

PRESTHUS' THEORY OF ORGANIZATION AS IT RELATES TO THE PRESENT STUDY

The characteristics of modern organizations have long been a major concern of administrative and management theorist. Modern organizations are composed, according to Thompson, of a highly elaborated hierarchy of authority superimposed upon a highly elaborated division of labor.¹

Several elements are often injected into the ordering of human behavior within organizations referred to being bureaucratic. The common basis for the formulation of elements that characterize an organization as being bureaucratic is often linked with Weber's² theoretical model.

There have been attempts by contemporary organizational theorists³ to establish systems that will provide

¹Victor A. Thompson, Modern Organizations (New York: Alfred A. Knopf, 1961), pp. 3-4.

²Robert K. Merton, et al., Reader In Bureaucracy (Glencoe: Free Press, 1952), p. 29.

³Theodore Caplow, Principles of Organization (New York: Harcourt, Brace and World, Inc., 1964); Amitai

descriptive functional relationships between organizational behavior and group behavior. Among the contemporary organizational theorists is Robert Presthus who has introduced a theoretical model, that is described as being bureaucratic in nature, for the purpose of relating organizational behavior to group behavior.

According to Presthus' theory of organization, there are seven basic elements which constitute an "ideal" organization. This type of organization is referred to as a "Bureaucratic Model" and is characterized by large size, specialization, hierarchy, status, oligarchy, co-optation, and rationality.⁴

The first element of the theoretical model is size. An organization is often referred to as large in terms of the number of persons when daily face-to-face relations among most participants cease. As an organization's members increase in numbers it becomes almost impossible to visualize all of the conceivable relationships. Some of these relationships may cease to be meaningful in a large group because

Etzioni, Complex Organizations (New York: Holt, Rinehart and Winston, Inc., 1961).

⁴Robert Presthus, The Organizational Society (New York: Random House, Inc., 1962), pp. 27-58.

it is unlikely that any one member of a large group will encounter all of the possible combinations of relationships.⁵

A school is usually large in terms of enrollment before an assistant principal is added to the staff. The need for an assistant principal is often brought about due to the increased responsibilities of the principal as the results from the increased complexity of school population, school organization, and the expansion of the curriculum.

The second element of the theoretical model is specialization. As an organization grows in size, members of an undifferentiated organization often find themselves in intense competition. Specialization permits members of an organization to direct their attention towards divisions of labor that will permit each segment to pursue its own goals with a minimum of competition. The divisions of labor attract and accommodate the different interests and abilities of individuals, thus enabling each individual to find his place within the organization. To some extent man undoubtedly becomes more proficient as he confines himself to a given field or activity. Even today, the sheer volume of knowledge often limits an individual to a single discipline, and perhaps

⁵Ibid., p. 28.

to only one of its major segments.⁶

A local school system employs the element of specialization by using established certification regulations as criteria for employing professional personnel within the system. Such practices help to secure personnel that possess the skills and knowledge necessary for making and implementing intelligent decisions. By using such a criteria, it helps the administration to assign to individuals that part of the total educational program which they know how to perform best.

The third element of the theoretical model is hierarchy. The existence of such an element within an organization permits the ranking of positions along a descending scale from the top to the bottom. Hierarchy permits personnel at the top of the hierarchial structure to control the formal communications system within the organization. Since information, in many situations, is a prerequisite for participation, such control permits the elites to manipulate the issues and those who help to resolve them. Hierarchy allows those at the top of the structure to determine what kind of issues that will be introduced for organizational

⁶Ibid., pp. 28-29.

consideration. The formal leader can exercise disproportional influence upon potential solutions by proposing only one or two alternatives and by indicating his preference. By delegating authority to positions where the skills necessary to carry out tasks resides, hierarchy links authority with skill. While hierarchial elites insist that the question of what should be done remains their prerogative, specialists insist that they are entitled to a larger role in developing organizational policies. Such demands often bring about reluctance from hierarchial elites in delegating duties because this makes them responsible for the potential errors of others.⁷

The hierarchial structure apparent in a local public school system consists of the state's constitution, statutes, court decisions, and decisions of local school boards. Each segment is legitimately constituted for the purpose of making instruction possible. Local school systems often attempt to divert attention away from a formal organizational structure by placing the responsibility for decision making at the lowest level where the necessary information, skill, and experience exist to make appropriate decisions.

⁷Ibid., pp. 31-34.

Closely related to hierarchy is the fourth element, status. This element refers to the allocation of different amounts of authority, income, deference, rights, and privilege to various positions in the hierarchy. The amount of status an individual tends to enjoy is dependent upon where he falls on the descending scale of the hierarchial structure. Basically, both status and prestige are indexes of a person's contribution to the organization. The importance of power and personal influence within an organization seems to nourish a neurotic drive for prestige and symbols that will enhance one's status. Ludicrous efforts to attain prestige by substituting status-laden titles suggest the effort to achieve status by word magic. If an individual cannot ascend the status ladder easily, efforts are made by individuals to enhance the status of that which is obtainable. The status system's functional consequences include concrete recognition of an individual's worth and achievement. Perhaps one of the main consequences of the status system is that it tends to reinforce and validate the authority at each level within the hierarchial structure.⁸

Members of an educational organization are often clearly differentiated according to their role and status.

⁸Ibid., pp. 36-38.

Types of sanctions, forms of communications, and conduct are determined by one's position in the organizational hierarchy. In many local school systems the organizational chart is a diagram of different positions occupied by individuals, and each individual is identified by his position. These different positions fit into systems of rank in which one position is viewed as superior to another. If authority is traditional and ascribed within a local school system, status is likely to be fixed and clear-cut. But with the extension of achievement and skill by professional personnel, status becomes fluid and is not clear-cut among professional personnel.

The fifth element of the theoretical model is oligarchy. This element refers to salaried employees whose status and power are based upon their control, not their ownership of organizational resources. Within a broad social context, the extent of oligarchy will vary with the degree of literacy and participation existing among members of the organization. Oligarchy is apparent in large organizations in that decisions are usually made by a minority. As organizations increase in size, communication is often difficult and decisions are made by a few leaders. Some leaders enhance their control by concealing information; but the problems of disseminating information and securing widespread participation present

almost insurmountable barriers. Decisions that must be made immediately involving technical skills often include only those individuals who possess these skills and information even though their decisions may affect the entire organization. Oligarchy provides for internal direction, unity and consistency, the exercising of leadership skills, and the execution of a public relation's program. The power to initiate, to communicate, to reward, to sanction, and to shape public opinion are the prerogatives and tactics of oligarchy. The employment of oligarchy provides for the flow of orders and policies from the top downward. Within this context, the majority of members of an organization are not included in the making of rules or policies and are left with one of two choices--to ratify or veto.⁹

Within a local school system, a person's control is derived chiefly from his organizational position and personal qualities. Through various selection and socialization processes, a local school system tries to staff organizational positions, from which control is exercised, with individuals who command personal influence and thus combine positional power with personal power. However, it is essential

⁹Ibid., pp. 39-48.

to the concept of control that control and authority correspond. To hold an individual or group accountable for activities without assigning to him or them the necessary authority to discharge that responsibility is apparently undesirable.

The sixth element of the theoretical model is co-optation. This element refers to the process by which existing elites designate their successors. With the existence of such a practice within an organization, it can be assumed that successors will personify traditional values. Such a practice often provides for the sanctioning of behavior and expectations which are to be transmitted through a lengthy apprenticeship. Co-optation is an example of the privileges that those at the top of the hierarchial structure enjoy and employ. Such a practice permits the elite group to decide upon those whom they feel are dedicated to the organization and who will continue to maintain the organization in its traditional manner. It also provides an opportunity to dramatize, through ceremonies, the conditions under which a promotion is granted. Co-optation is carried out in its purest form where it is clearly dominated by the principle of appointment. Such appointments are based upon a system of fixed rules stipulating the skills and training essential for entry into a position or occupation. By following such

procedures this would tend to eliminate favoritism and personal consideration in selecting successors.¹⁰

In a local school system, co-optation is exercised by the local school board. Professional personnel including the superintendent, building principals, supervisors, and teachers are appointed. Appointments made within the local school system are based upon fixed technical qualifications and require approval by the local school board as a group in a legal constituted meeting of the local school board. Persons recommended for appointments usually possess qualities that reflect the sentiment of the public towards the educational program within the local school system.

The seventh element of the theoretical model is rationality. This element refers to the capacity of individuals to take objective intelligent action. It is characterized by a patent behavioral nexus between ends and means. To implement this characteristic, specific attention is focused upon specialization, recruitment, job analysis, and long-range as well as immediate planning. The behavior of the individual is prescribed by the organization in achieving desired ends. As a result, individuals try to find

¹⁰Ibid., pp. 49-51.

written authority for every action and to avoid action when there is a lacking in procedures to follow. This restriction may contribute to confusion within the organization and does not allow for very much flexibility within the organization. Individuals who find their security in strict adherence to prescribed behavior often strongly resist changes in the organization and are incapacitated by new problems that confront them. Rationality is promoted mainly by placing power and authority in the hands of a few. The decision-making process becomes highly diffused which is the product of an organizational mind. Job requirements, including both technical skills and emotional qualities, are determined by men selected for their ability to determine such qualifications. This allows for policies and regulations to be formulated with the least possible conflict and in the meantime provide for greater finality.¹¹

For most local school systems, rationality is achieved through the programming of interdependent activities with prescribed procedures. This is evident where curriculum guides are established; categories for classifying instructional information are defined; programs appropriate to each category

¹¹Ibid., pp. 52-56.

are worked out; sequences of activities are enumerated, and communication procedures for handling deviations from planned activities are installed. The local school system must recognize that its potential life extends beyond the brief span of the individuals associated with it at any particular time. Thus, the local school system should provide not only for the activities immediately necessary to achieve the objectives of the local school system, but it must also provide for the continuation of such activities for the full duration of operation contemplated for the local school system.

Summary

In this chapter, Presthus' Theory of Organization has been described. The description viewed the relationship between the elements of the theoretical model and how these elements are utilized within established organizational procedures of local public school systems. Theoretically, by describing the relationship of established operational procedures of local public school systems within the framework of the model, one should be able to determine the usefulness of the model in categorizing a local public school system as bureaucratic and non-bureaucratic.

CHAPTER IV

PROCEDURES FOR COLLECTING THE DATA

The problem with which this study dealt was that of describing the tasks performed by assistant principals in bureaucratic and non-bureaucratic public school systems.

The purposes of this chapter are two-fold: (1) To describe the procedures followed in developing the instruments used in the study. Two instruments were used, labeled respectively: TASKS PERFORMED BY ASSISTANT PRINCIPALS IN SENIOR HIGH SCHOOLS, and AN INVENTORY OF LOCAL SCHOOL SYSTEMS. (2) To describe the procedures followed in the collection of data.

Development and Validating of Tentative Task Statements

The first step in the development of tentative statements descriptive of the assistant principalship involved a comprehensive survey of the available research related to the problem. The survey included literature and research pertaining to the need for the assistant principalship.

philosophical basis, criteria for selection, and recommended duties for assistant principals in senior high schools. Based upon the information obtained from the review, it was found that tasks performed by assistant principals in all areas of performance fell into seven broad categories. These were: (1) administration, (2) instruction, (3) teaching staff, (4) guidance and pupil behavior, (5) student activities, (6) community relations, and (7) research and reporting.

The next step involved the development of a preliminary questionnaire. Each category was defined in terms of the manner in which it related to the assistant principalship. Statements descriptive of tasks listed on the preliminary questionnaire were taken from the literature in which five or more authorities (Appendixes C and D) indicated that these tasks should be performed by assistant principals in senior high schools. The tasks so identified were developed into fifty descriptive statements each of which were categorized according to their relationship to recommended task areas of the assistant principal within a senior high school.

As a third step, an opinionnaire was constructed using the recommended task statements as the basis for the instrument and forwarded to a jury of fifteen persons for a

critical evaluation who were able to meet one of the following criteria:

1. The juror must possess professional knowledge and understanding of educational administration as evidenced by contributions to professional literature in the area of the function of the assistant principal. (Five jurors were selected using this criterion.)

2. The juror must be a nationally recognized senior high school administrator in a public school system as evidenced by being a member of a standing committee of the National Association of Secondary School Principals. (Five jurors were selected using this criterion.)

3. The juror must be a designated administrator in a public school system as evidenced by occupying the position of president of the state association of high school principals in the state in which he resides. (Five jurors were selected using this criterion.)

Throughout the development of the structured opinionnaire efforts were made to construct a precise instrument. To facilitate this, the opinionnaire was submitted to selected faculty members for criticism and suggestions, and to members of the investigator's doctoral committee. Consequently the opinionnaire was designed so that the jury members could react

to each listed task in terms of their professional judgment as to whether each listed task was "appropriate" or "not appropriate" to the assistant principalship. Jury members were also asked to comment on any listed task that they felt would strengthen the listed task statements.

The opinionnaire (Appendix E) along with a cover letter describing the study (Appendix F) and a request for cooperation was mailed to each member of the jury. A self-addressed stamped envelope was enclosed to facilitate a prompt response.

Two weeks after the initial opinionnaires were mailed, 12 of the 15 jurors had returned the instrument. A follow-up letter (Appendix G) was sent to the remaining 3 jurors and they responded by returning the opinionnaires. (An alphabetical list of participating jurors appears as Appendix H.)

Prior to mailing the opinionnaire to the jury, it was decided by the investigator, utilizing his best professional judgment, that any task statement receiving an endorsement by the jury of 80 per cent or more of "appropriate" responses would be justification for validation for further use in the study.

The fourth step in the development of the tentative instrument involved a tabulation of the responses by the jury

to determine the validity of each task. This was accomplished in the following manner:

1. Each task that was endorsed by each juror as being "appropriate" was tabulated.

2. Each task that was not endorsed by each juror as being "appropriate" was tabulated.

3. The tabulations were converted into percentages and rounded off to the nearest whole number and compared to the cut-off point previously established for validation.

Jury Responses to Tentative Task Statements

Data used in preparing the final instrument as indicated by the jury is presented in table form. The total responses of the jury to each of the tentative task statements showing the percentage of "appropriate" responses to each task as opposed to "not-appropriate" responses are presented in Table 1. All percentages were rounded off to the nearest whole number and will always total 100 per cent.

Summary of Jury Responses to Opinionaire

An examination of the responses by jury members to the initial opinionaire of fifty task statements disclosed that 7 or 14 per cent received a 100 per cent endorsement as being appropriate; 6 or 12 per cent received 93 per cent

TABLE 1

JURY RESPONSES TO EACH OF THE TENTATIVE TASK STATEMENTS
IN THE VALIDATION OF QUESTIONNAIRE ITEMS

Task Statements	Responses of Jurors			
	"Appropriate"		"Not-Appropriate"	
	No.	%	No.	%
The assistant principal should:				
Serve as principal when the principal is not available.	15	100*	0	0
Supervise faculty meetings.	9	60	6	40
Plan the yearly school calendar of events.	12	80*	3	20
Supervise teachers' monthly reports.	10	67	5	33
Construct the master class schedule.	12	80*	3	20
Assume general supervision of the principal's office.	4	27	11	73
Plan the details of closing each semester.	8	53	7	47
Serve as treasurer of the school.	3	20	12	80
Adjust the master class schedule when conflicts arise.	12	80*	3	20
Assist teachers in improving the instructional program through the development of short and long-term objectives and procedures.	14	93*	1	7

TABLE 1--Continued

Task Statements	Responses of Jurors			
	"Appropriate"		"Not-Appropriate"	
	No.	%	No.	%
Assist teachers in developing new instructional methods.	14	93*	1	7
Assist teachers in evaluating instructional experiments.	13	87*	2	13
Visit classes within the school and hold follow-up conferences with teachers.	13	87*	2	13
Arrange visitations of teachers with other schools for the purposes of observing and participating in new instructional methods.	9	60	6	40
Conduct curriculum studies within the school to ascertain current weaknesses.	12	80*	3	20
Process requisitions for instructional supplies.	9	60	6	40
Make recommendations for teacher selection.	11	73	4	27
Coordinate the orientation program for new teachers.	14	93*	1	7
Assist the principal in evaluating teachers.	14	93*	1	7
Arbitrate disagreements between intrafaculty personnel.	5	33	10	67
Supervise the general guidance program.	7	47	8	53

TABLE 1--Continued

Task Statements	Responses of Jurors			
	"Appropriate"		"Non-Appropriate"	
	No.	%	No.	%
Visit contributory schools and provide students with pre-entrance counseling.	8	53	7	47
Supervise the use and care of students' cumulative records.	7	47	8	53
Counsel with students concerning their academic program.	9	60	6	40
Supervise the general testing program.	7	47	8	53
Effect pupil transfers to other schools.	10	67	5	53
Confer with parents of students who are frequently absent.	15	100*	0	0
Assume responsibility for discipline within the school.	14	93*	1	7
Confer with parents of students who are involved in disciplinary cases.	15	100*	0	0
Supervise student traffic in the cafeteria and hallways.	14	93*	1	7
Issue permits for students to leave school grounds during school hours.	15	100*	0	0
Supervise the use of students' automobiles during school hours.	15	100*	0	0

TABLE 1--Continued

Task Statements	Responses of Jurors			
	<u>"Appropriate"</u>		<u>"Not-Appropriate"</u>	
	No.	%	No.	%
Supervise the students' activities program.	12	80*	3	20
Assist in establishing policies concerning the students' activities program.	15	100*	0	0
Supervise students' social affairs within the school.	13	87*	2	13
Supervise homeroom programs.	11	73	4	27
Assist teachers in developing homeroom activities.	12	80*	3	20
Supervise the school's public relation program.	6	40	9	60
Supervise the planning of special public relations events such as Career Days, College Days, etc.	11	73	4	27
Serve as representative of school at civic meetings upon request.	13	87*	2	13
Represent the school when students are involved in court cases.	10	67	5	33
Supervise commencement activities.	12	80*	3	20
Conduct tours of school building(s) and campus for visitors.	13	87*	2	13
Issue permits to visitors.	14	93*	1	7

TABLE 1--Continued

Task Statements	Responses of Jurors			
	"Appropriate"		"Not-Appropriate"	
	No.	%	No.	%
Assist in evaluating the total program of the school.	15	100*	0	0
Make studies of students who make failing grades to ascertain reason(s) for poor scholarship.	11	73	4	27
Prepare annual summary of drop-outs and reasons for leaving.	13	87*	2	13
Conduct follow-up studies of graduates.	9	60	6	40
Serve as interpreter of findings of research activities carried on within the school to teachers and the public.	10	67	5	33
Coordinate all research activities carried on within the school.	8	53	7	47

*Task Statements endorsed by 80 per cent or more of jurors.

endorsement as being appropriate; 6 or 12 per cent received 87 per cent endorsement as being appropriate; and 7 or 14 per cent received 80 per cent endorsement as being appropriate. In view of the above data, 26 tasks were validated and became the final items used in the questionnaire.

Development of the Questionnaire

From the twenty-six task statements endorsed by jury members a questionnaire--TASKS PERFORMED BY ASSISTANT PRINCIPALS IN SENIOR HIGH SCHOOLS--was developed. In constructing the questionnaire, attempts were made to formulate questions in a manner which would reflect the tasks endorsed by the jury and at the same time acquire data pertaining to tasks performed by assistant principals in senior high schools. The questionnaire was pre-tested using selected students of administration at the University of Oklahoma. The purpose of the pre-test was to determine whether or not the questionnaire, as developed, was clear and unbiased. Revisions were made in the questionnaire items where the need was warranted by the pre-test. These revisions were minor and did not affect the over-all structure of the instrument.

The final draft of the questionnaire (Appendix I) was mailed to 49 assistant principals of high schools in the

state of Mississippi. The mailing list was acquired from the Mississippi State Department of Education. Accompanying the questionnaire was a cover letter (Appendix J) explaining the study and requesting cooperation in the study. Also, a self-addressed stamped envelope was included to facilitate a prompt response.

Three weeks after the questionnaires were forwarded a follow-up letter (Appendix K) was sent to each person who had not responded. Accompanying the second follow-up letter was a duplicate questionnaire. This was the final effort made by the investigator in soliciting cooperation in the study.

Development of Inventory

The second structured instrument used in the study was designed to secure descriptions of local school systems in terms of organization. The instrument labeled "AN INVENTORY OF LOCAL SCHOOL SYSTEMS" was based upon Presthus' Bureaucratic Model of Organization.¹ The author's model was examined thoroughly in order to determine its applicability to a local public school system. Based upon the examination

¹Robert Presthus, The Organizational Society (Vintage Books, New York, 1965), pp. 27-58.

of the theoretical model, it was revealed that the structural characteristics of the theoretical model consisted of seven elements applicable to a local public school system. These were: (1) size, (2) specialization, (3) hierarchy, (4) status, (5) oligarchy, (6) co-optation, and (7) rationality.

After the theoretical model was deemed applicable to the study, the next step involved the development of tentative descriptive statements. Each element was defined in terms of the author's description of each element. After each element was defined, it was decided that the "size" element be eliminated from the instrument due to the fact that data pertaining to this element could be obtained from public records. Tentative descriptive statements were developed pertaining to the remaining six elements of the theoretical model.

As a means of insuring that the tentative statements were in agreement with the six elements of the theoretical model, "descriptive" statements used by the author in his explanation of the six elements (Appendix N) provided the basis for each tentative descriptive statement.

Throughout the development of the tentative descriptive statements, efforts were made to construct discriminating statements. To facilitate this aspect, the

tentative descriptive statements were submitted informally to selected faculty members for criticisms and suggestions, and to members of the investigator's doctoral committee for a critical evaluation.

Using the recommended suggestions and criticisms, the investigator proceeded to develop a tentative inventory based upon the descriptive statements. The most critical task involved in the development of this phase of the study was the writing of the descriptive statements in such a manner that they would be within the context of the theoretical model, and at the same time be adaptable to different degrees of agreement or disagreement. Consequently, the following five point scale for degrees of agreement and disagreement with the numerical value for each possible response were incorporated within the tentative instrument.

<u>Degree of Agreement</u>	<u>Scale Value</u>
Definitely Agree	5
Agree	4
Uncertain	3
Disagree	2
Definitely Disagree	1

The tentative inventory was pre-tested using selected graduate students of education at the University of Oklahoma. The purpose of the pre-test was to determine whether or not the inventory, as developed, was clear, unbiased, and useable in describing organizational procedures of a local public school system. Revisions were made in the inventory items where the need was warranted by the pre-test. These revisions were minor and did not affect the over-all structure of the instrument.

Throughout the development of the instrument, efforts were made to construct a reliable and valid instrument. To facilitate this phase, the investigator utilized recommended criteria for establishing reliability and validity of questionnaires.²

It was concluded from the pre-test and the application of recommended criteria to the instrument that the instrument was apparently useable in describing local school organizations, and that one could infer an adequate description of local school organizations by studying the results of the

²William J. Goode and Paul K. Hatt, Methods In Social Research (New York: McGraw-Hill Book Company, 1952), pp. 152-169. Carter V. Good and Douglas E. Scates, Methods Of Research (New York: Appleton-Century-Crofts, Inc., 1954), pp. 620-624. Fredrick L. Whitney, The Elements Of Research (New York: Prentice Hall, 1946), p. 139.

instrument.

The Mississippi Teachers Directory, for the school year 1966-67, was examined and it revealed that there were approximately 1854 secondary professional individuals employed within the 46 high schools utilizing the services of assistant principals. It was decided that a sample should be drawn that would be representative of the population. To facilitate this phase, the Small Sample Technique³ was utilized to determine the number of persons needed for the representative sample. By this procedure, a sample of 290 professional individuals was deemed appropriate for the study.

Once the size of the sample had been determined, the next problem was which individuals should be selected to participate in the study. To facilitate this phase, individuals representing each public school system in the study were selected at random from the Mississippi Teachers Directory for the school year 1966-67.

The final draft (Appendix O) was mailed to 290 individuals--consisting of superintendents, high school principals and teachers--of 31 school systems in the state

³"Small Sample Technique," NEA Research Bulletin, XXXVIII (December, 1960), p. 99.

of Mississippi. Accompanying the instrument was a cover letter explaining the study and requesting cooperation in the study (Appendix P). Also, a self-addressed stamped envelope was included to facilitate a prompt response. Three weeks after the instrument was forwarded, a follow-up letter (Appendix Q) was sent to each person who had not responded. Accompanying each follow-up letter was a self-addressed postal card (Appendix R) requesting a check mark to determine the status of participation. This was the final effort made by the investigator in soliciting cooperation in the study.

CHAPTER V

PRESENTATION AND ANALYSIS OF DATA

The purposes of this chapter are to present an analysis of data pertaining to organizational characteristics of local public school systems and tasks performed by assistant principals employed in high schools within local public school systems.

The major purpose of this investigation was to describe the tasks performed by assistant principals in bureaucratic and non-bureaucratic public school systems. Two instruments (1) AN INVENTORY OF LOCAL SCHOOL SYSTEMS, and (2) TASKS PERFORMED BY ASSISTANT PRINCIPALS IN SENIOR HIGH SCHOOLS, were used to secure the desired data.

The INVENTORY OF LOCAL SCHOOL SYSTEMS consisting of 30 items, in the form of a check-list, was constructed to permit the classification of school systems according to bureaucratic and non-bureaucratic characteristics by describing the operational practices of public school systems. The inventory was mailed to 290 educators in 31 public school

systems employing assistant principals in public high schools. From the 290 educators to whom the inventory was sent, 234 useable replies were received. Thus 80 per cent of the educators returned the inventory.

In order to facilitate the appropriate analysis of tasks performed by assistant principals in high schools, it was necessary that the school systems in which the assistant principals work be divided into two groups. To accomplish the divisional procedure: (1) the responses in terms of scores of the 234 educators in 31 public school systems were tabulated based upon the five point scale (the average scores of the 31 public school systems appears as Appendix S); (2) a frequency table was made based upon the tabulated responses; and (3) a statistical formula--the median was used to divide the school systems.

The application of the median to the data revealed that the median score for the school systems was 85, and that 15 school systems fell above the median, and 15 school systems fell below the median. Public school systems falling above and below the median are presented in Table 2. For the purposes of this study, the 15 school systems that fell above the median will be referred to as bureaucratic, and the 15 school systems that fell below the median will be referred to as

non-bureaucratic. One school system fell at the median and was eliminated in making the analysis. Thus, responses from 131 educators in bureaucratic school systems, and responses from 98 educators in non-bureaucratic school systems are included in the analysis.

TABLE 2

DISTRIBUTION OF SCORES OF EDUCATORS TO OPERATIONAL
PRACTICES OF 31 PUBLIC SCHOOL SYSTEMS UPON
WHICH CLASSIFICATIONS WERE MADE

Scores of School Systems	Number of School Systems
105-109	1
100-104	2
95-99	2
90-94	3
85-89	8
80-84	6
75-79	3
70-74	1
65-69	1
60-64	4
Range 61-106	
Median 85	

The data pertaining to operational practices are presented in table form. Responses of (1) "definitely agree" and "agree" were combined to form one column, and (2) "disagree" and "definitely disagree" were combined to form one column. Each table represents one group of statements based upon each one of the six elements. All percentages were rounded off to the nearest whole number and will always total 100 per cent.

One purpose of this investigation was to describe the tasks performed by assistant principals in high schools in public school systems. A questionnaire--TASKS PERFORMED BY ASSISTANT PRINCIPALS IN SENIOR HIGH SCHOOLS--consisting of 26 items, in the form of a check list, was constructed to ascertain the tasks performed by assistant principals in high schools. By placing a check mark in the appropriate column, the assistant principal indicated whether he "did" or "did not" perform a listed task. The questionnaire was mailed to 49 assistant principals of high schools. From the 49 to whom the questionnaire was sent, 46 useable replies were received. Thus, 94 per cent of the assistant principals returned the questionnaire.

An examination of Table 2 revealed that 15 school systems employing the services of assistant principals in

high schools fell above the median and were classified as being bureaucratic, and 15 school systems employing the services of assistant principals in high schools fell below the median and were classified as being non-bureaucratic. Of the 15 school systems falling above the median, 24 assistant principals are employed in high schools within these school systems. Of the 15 school systems falling below the median, 21 assistant principals are employed in high schools within these school systems.

The 26 tasks were grouped into six major categories following the order in which they appeared in the questionnaire. The tasks performed by assistant principals are presented in table form showing the number that responded "yes" or "no" to each listed task in the questionnaire. Each table will also show the percentage of "yes" and "no" responses to each listed task. All percentages were rounded off to the nearest whole number and will always total 100 per cent.

Operational Practices of Bureaucratic School Systems

Data presented in this section depict the enrollment and number of certificated staff members, and the operational practices of 15 public school systems as indicated by responses received from 131 educators in school systems classified

as bureaucratic.

Size.--The number of students enrolled within a public school system attending a senior high school, usually has some influence upon the establishment of the assistant principalship within a senior high school. The number of students included in the study, classified as bureaucratic, is presented in Table 3. Closely related to the enrollment of a public school system is the number of certificated secondary staff members employed. These include teachers, supervisors, and administrators. The number of certificated personnel employed in high schools within public school systems, classified as bureaucratic, is presented in Table 4. Thus, the position appears to be prominent among high schools with enrollments of 500 or more.

TABLE 3

ENROLLMENTS OF HIGH SCHOOLS IN SCHOOL SYSTEMS
CLASSIFIED AS BUREAUCRATIC EMPLOYING THE
SERVICES OF AN ASSISTANT PRINCIPAL

Enrollments	Number of School Systems
2000 and over	3
1500 through 1999	1
1000 through 1499	4
500 through 999	6
Under 500	1

TABLE 4

CERTIFICATED STAFF MEMBERS OF HIGH SCHOOLS IN SCHOOL
SYSTEMS CLASSIFIED AS BUREAUCRATIC EMPLOYING
THE SERVICES OF AN ASSISTANT PRINCIPAL

Number of Certificated Staff Members	Number of School Systems
75 and over	6
60 through 74	1
45 through 59	2
30 through 44	3
Under 30	3

Specialization practices.--The statements pertaining to the element of specialization were designed to secure responses of educators in public school systems regarding the extent to which specialization is emphasized within public school systems. The responses of 131 educators in bureaucratic public school systems to specialization practices are presented in Table 5. One of the largest number, 123 or 94 per cent, agreed that everyone within the school system has specific duties to perform, as compared with 6 or 4 per cent that was undecided, and 2 or 2 per cent that disagreed. One hundred fourteen or 87 per cent, agreed that applicants must meet technical qualifications before they can be hired within the school system, as compared with 14

TABLE 5

RESPONSES AND PER CENT OF 131 EDUCATORS IN BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO SPECIALIZATION

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
1. Everyone within the local school system has specific duties to perform.	123	94	6	4	2	2
2. Applicants must meet technical qualifications before they can be hired within the school system.	114	87	14	11	3	2
3. The local school system is organized in terms of departments.	124	94	6	5	1	1
4. Duties performed by professional personnel are within their area(s) of specialization.	107	82	12	9	12	9
5. Very little duplication of activities exist within the school system.	77	60	30	23	22	17

or 11 per cent that was undecided, and 3 or 2 per cent that disagreed. The other largest number, 124 or 94 per cent, agreed that the local school system was organized in terms of departments, as compared with 6 or 5 per cent that was undecided, and 1 or 1 per cent that disagreed. One hundred

seven or 82 per cent, agreed that duties performed by professional personnel were in their area(s) of specialization, as compared with 12 or 9 per cent that was undecided, and 12 or 9 per cent that disagreed. The smallest number, 77 or 60 per cent, agreed that very little duplication of activities exist within the school system, as compared with 31 or 23 per cent that was undecided, and 23 or 17 per cent that disagreed. Of the five operational practices pertaining to specialization, 50 per cent or more of the educators agreed that these practices exist within the school systems.

Hierarchial practices.--The statements pertaining to the element of hierarchy were designed to secure opinion responses of educators in public school systems regarding the extent to which hierarchy is emphasized within public school systems to hierarchial practices are presented in Table 6. The largest number, 117 or 89 per cent, agreed that everyone has a superior to whom he is directly responsible, as compared with 8 or 6 per cent that was undecided, and 6 or 5 per cent that disagreed. One hundred eleven or 85 per cent, agreed that a person must go through established channels to get things done, as compared with 14 or 10 per cent that was undecided, and 6 or 5 per cent that disagreed. One hundred four or 79 per cent, agreed that most matters have to be

TABLE 6

RESPONSES AND PER CENT OF 131 EDUCATORS IN BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO HIERARCHY

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
6. Everyone has a superior to whom he is directly responsible.	117	89	8	6	6	5
7. A persons must go through established channels to get things done.	111	85	14	10	6	5
8. Most matters have to be referred to someone higher up in the school system for a final decision.	104	79	8	6	19	15
9. When a person finishes a report it always goes to the same next higher person.	83	63	33	25	15	12
10. An identifiable characteristic of the local school system is its graded organizational plan.	89	68	35	27	7	5

referred to someone higher up in the school system for a final decision, as compared with 8 or 6 per cent that was undecided, and 19 or 15 per cent that disagreed. The smallest number, 83 or 63 per cent, agreed that when a person

finishes a report it always goes to the same next higher person, as compared with 33 or 25 per cent that was undecided, and 15 or 12 per cent that disagreed. Eighty-nine or 68 per cent, agreed that one of the identifiable characteristics of the local school system is its graded organizational plan, as compared with 35 or 27 per cent that was undecided, and 7 or 5 per cent that disagreed. Of the five operational practices pertaining to hierarchy, 50 per cent or more of the educators agreed that these practices exist within the school systems.

Status practices.--The statements pertaining to the element of status were designed to secure opinion responses of educators in public school systems regarding the extent to which status is emphasized within public school systems. The responses of 131 educators in bureaucratic public school systems to status practices are presented in Table 7. Seventy-five or 58 per cent, agreed that written rules for the school system are followed unquestioningly, as compared with 25 or 19 per cent that was undecided, and 31 or 23 per cent that disagreed. One of the largest numbers, 102 or 78 per cent, agreed that professional personnel have an equal opportunity to attend professional meetings at the regional and national levels, as compared with 23 or 17 per cent that was undecided,

TABLE 7

RESPONSES AND PER CENT OF 131 EDUCATORS IN BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO STATUS

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
11. Written rules for the school system are followed unquestioningly.	75	58	25	19	31	23
12. Professional personnel have an equal opportunity to attend professional meetings at the regional and national levels.	102	78	23	17	6	5
13. Everyone must yield to the decision(s) of his superior.	75	58	21	16	35	26
14. A graduated pay scale exist within the school system for professional personnel.	102	78	23	17	6	5
15. Personnel working in various departments spend most of their leisure time with one another.	21	16	44	34	66	50

and 6 or 5 per cent that disagreed. Seventy-five or 58 per cent, agreed that everyone must yield to the decisions of his superior, as compared with 21 or 16 per cent that was undecided, and 35 or 26 per cent that disagreed. The other largest number, 102 or 78 per cent, agreed that a graduated pay scale exist within the school system for professional personnel,

as compared with 23 or 17 per cent that was undecided, and 6 or 5 per cent that disagreed. The smallest number, 21 or 16 per cent, agreed that personnel working in various departments spend most of their leisure time with one another, as compared with 44 or 34 per cent that was undecided, and 66 or 50 per cent that disagreed. Of the five operational practices pertaining to status, 50 per cent or more of the educators agreed that four of these practices exist within the school systems.

Oligarchy practices.--The statements pertaining to the element of oligarchy were designed to secure opinion responses of educators in public school systems regarding the extent to which oligarchy is emphasized within public school systems. The responses of 131 educators in bureaucratic public school systems to oligarchy practices are presented in Table 8. The smallest number, 65 or 50 per cent, agreed that personnel are checked consistently for the implementation of regulations, as compared with 37 or 28 per cent that was undecided, and 29 or 22 per cent that disagreed. Ninety-one or 70 per cent, agreed that very little action can be taken until a superior gives his approval, as compared with 14 or 11 per cent that was undecided, and 26 or 19 per cent that disagreed. One hundred twenty or 92 per cent, agreed that employed personnel within the system get their orders from their superiors, as compared with 7 or 5 per cent that was undecided, and 4 or 3 per cent that disagreed. One

TABLE 8

RESPONSES AND PER CENT OF 131 EDUCATORS IN BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO OLIGARCHY

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
16. Personnel are checked consistently for the implementation of regulations.	65	50	37	28	29	22
17. Very little action can be taken until a superior gives his approval.	91	70	14	11	26	19
18. Employed personnel within the system get their orders from their superiors.	120	92	7	5	4	3
19. Communications pertaining to the school system are cleared by the administration before they are released to the public.	118	90	8	6	5	4
20. The school system has a manual of rules and regulations to be followed.	126	96	4	3	1	1

hundred eighteen or 90 per cent, agreed that communications pertaining to the school system are cleared by the administration before they are released to the public, as compared with 8 or 6 per cent that was undecided, and 5 or 4 per cent that disagreed. The largest number, 126 or 96 per cent, agreed that the school system has a manual of rules and regulations to be followed, as compared with 4 or

3 per cent that was undecided, and 1 or 1 per cent that disagreed. Of the five operational practices pertaining to oligarchy, 50 per cent or more of the educators agreed that these practices exist within the school systems.

Co-optation practices.--The statements pertaining to the element of co-optation were designed to secure opinion responses of educators in public school systems regarding the extent to which co-optation is emphasized within public school systems. The responses of 131 educators in bureaucratic public school systems to co-optation practices are presented in Table 9. The largest number, 74 or 54 per cent, agreed that a committee screens applications from prospective employees, as compared with 48 or 37 per cent that was undecided, and 9 or 7 per cent that disagreed. Sixty-six or 50 per cent, agreed that promotions are based upon how well a person has performed within the school system, as compared with 43 or 33 per cent that was undecided, and 22 or 17 per cent that disagreed. Forty-three or 33 per cent, agreed that a person gets promoted on the basis of how "loyal" he has been to the system, as compared to 46 or 35 per cent that was undecided, and 42 or 32 per cent that disagreed. The smallest number, 30 or 22 per cent, agreed that a person's personality is the determining factor as to whether he is

TABLE 9

RESPONSES AND PER CENT OF 131 EDUCATORS IN BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO CO-OPTATION

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
21. A committee screens applications from prospective employees.	74	56	48	37	9	7
22. Promotions are based upon how well a person has performed within the school system.	66	50	43	33	22	17
23. A person gets promoted on the basis of how "loyal" he has been to the system.	43	33	46	35	42	32
24. A person's personality is the determining factor as to whether he is employed by the school system.	30	22	60	46	41	32
25. When vacancies occur within the school system, preference is given to available local personnel.	73	56	40	31	18	13

employed by the school system, as compared with 60 or 46 per cent that was undecided, and 41 or 32 per cent that disagreed. Seventy-three or 56 per cent, agreed that when vacancies occur within the school system, preference is given to available local personnel, as compared with 40 or 31 per cent that was

undecided, and 18 or 13 per cent that disagreed. Of the five operational practices pertaining to co-optation, 50 per cent or more of the educators agreed that three of these practices exist within the school systems.

Rationality practices.--The statements pertaining to the element of rationality were designed to secure opinion responses of educators in public school systems regarding the extent to which rationality is emphasized within public school systems. The responses of 131 educators in bureaucratic public school systems to rationality practices are presented in Table 10. Seventy-two or 55 per cent, agreed that whatever situation arises there are established procedures to follow in dealing with it, as compared with 43 or 33 per cent that was undecided, and 16 or 12 per cent that disagreed. The smallest number, 37 or 28 per cent, agreed that employees are encouraged not to use their own judgment as to how various problems should be treated, as compared with 28 or 21 per cent that was undecided, and 66 or 51 per cent that disagreed. Ninety-eight or 75 per cent, agreed that employees are expected to follow established operational procedures at all times, as compared with 11 or 8 per cent that was undecided, and 22 or 17 per cent that disagreed. The largest number, 105 or 80 per cent, agreed

TABLE 10

RESPONSES AND PER CENT OF 131 EDUCATORS IN BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO RATIONALITY

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
26. Whatever situation arises we have established procedures to follow in dealing with it.	72	55	43	33	16	12
27. Employees are encouraged not to use their own judgment as to how various problems should be treated.	37	28	28	21	66	51
28. Employees are expected to follow established operational procedures at all times.	98	75	11	8	22	17
29. We have instructional guides for subjects taught within the school system.	105	80	12	9	14	11
30. We have an organized orientation program for new employees.	93	71	12	9	26	20

that instructional guides exist for subjects taught within the school system, as compared with 12 or 9 per cent that was undecided, and 14 or 11 per cent that disagreed. Ninety-three or 71 per cent, agreed that an organized orientation

program for new employees exist within the school system, as compared with 12 or 9 per cent that was undecided, and 26 or 20 per cent that disagreed. Of the five operational practices pertaining to rationality, 50 per cent or more of the educators agreed that four of these practices exist within the school systems.

This section has described the operational practices of public school systems, classified as bureaucratic, based upon responses received from 131 educators.

An examination of the data disclosed that of the 30 statements pertaining to operational practices of public school systems, 50 per cent or more of the respondents indicated that 26, or 87 per cent of the operational practices were emphasized within the public school systems.

Tasks Performed by Assistant Principals in Bureaucratic School Systems

Data presented in this section depict the current tasks performed by 24 assistant principals of high schools in 15 public school systems classified as bureaucratic.

Administration tasks.--The responses of 24 assistant principals of high schools in bureaucratic public school systems to tasks pertaining to administration are presented in Table 11. The largest number, 24 or 100 per cent,

TABLE 11

RESPONSES AND PER CENT OF 24 ASSISTANT PRINCIPALS OF
HIGH SCHOOLS IN BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO ADMINISTRATION

Tasks	"Yes "		"No "	
	Responses		Responses	
	No.	%	No.	%
1. Do you serve as principal when the principal is not available?	24	100	0	0
2. Do you plan the yearly school calendar of events?	4	17	20	83
3. Do you construct the master class schedule:	7	30	17	70
4. Do you adjust the master class schedule when conflicts arise?	13	54	11	46

indicated that they serve as principal when the principal is not available. The smallest number, 4 or 17 per cent indicated that they plan the yearly school calendar of events, as compared with 20, or 83 per cent, that did not perform this task. Seven, or 30 per cent, indicated that they construct the master class schedule, as compared with 17, or 70 per cent, that did not perform this task. Thirteen, or 54 per cent, indicated that they adjust the master class schedule when conflicts arise, as compared with 11, or 46 per cent, that did not perform this task. Of the four tasks pertaining to

administration, two were performed by 50 per cent or more of assistant principals.

Instruction tasks.--The responses of 24 assistant principals of high schools in bureaucratic public school systems to tasks pertaining to instruction are presented in Table 12. Seventeen, or 70 percent, indicated that they assist teachers in improving the instructional program through the development of short and long-term objectives and procedures, as compared with 7, or 30 per cent, that did not perform this task. Seventeen, or 70 per cent, indicated that they assist teachers in developing new instructional methods, as compared with 7, or 30 per cent, that did not perform this task. Seventeen, or 70 per cent, indicated that they assist teachers in evaluating instructional experiments, as compared with 7, or 30 per cent, that did not perform this task. Sixteen, or 67 per cent, indicated that they visit classes within the school and hold follow-up conferences with teachers, as compared with 8, or 33 per cent, that did not perform this task. The smallest number, 10 or 42 per cent, indicated that they conduct studies within the school to ascertain current weaknesses, as compared with 14, or 58 per cent, that did not perform this task. The largest number, 20 or 83 per cent, indicated that they

TABLE 12

RESPONSES AND PER CENT OF 24 ASSISTANT PRINCIPALS OF
HIGH SCHOOLS IN BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO INSTRUCTION

Tasks	"Yes" Responses		"No" Responses	
	No.	%	No.	%
5. Do you assist teachers in improving the instructional program through the development of short and long-term objectives and procedures?	17	70	7	30
6. Do you assist teachers in developing new instructional methods?	17	70	7	30
7. Do you assist teachers in evaluating instructional experiments?	17	70	7	30
8. Do you visit classes within the school and hold follow-up conferences with teachers?	16	67	8	33
9. Do you conduct curriculum studies within the school to ascertain current weaknesses?	10	42	14	58
10. Do you assist the principal in evaluating teachers?	20	83	4	17

assist the principal in evaluating teachers, as compared with 4, or 17 per cent, that did not perform this task. Of the six tasks pertaining to instruction, five were performed by 50 per cent or more of assistant principals.

Guidance and pupil behavior tasks.--The responses of 24 assistant principals of high schools in bureaucratic public school systems to tasks pertaining to guidance and pupil behavior are presented in Table 13. The largest number, 22 or 92 per cent, indicated that they confer with parents of students who are frequently absent, as compared with 2, or 8 per cent, that did not perform this task. Twenty, or 83 per cent, indicated that they assume responsibility for discipline within the school, as compared with 4, or 17 per cent, that did not perform this task. Twenty, or 83 per cent, indicated that they confer with parents of students who are involved in disciplinary cases, as compared with 4, or 17 per cent, that did not perform this task. Eighteen, or 75 per cent, indicated that they supervise student traffic in the cafeteria and hallways, as compared with 6, or 25 per cent, that did not perform this task. Twenty, or 83 per cent, indicated that they issue permits for students to leave school grounds during school hours, as compared with 4, or 17 per cent, that did not perform this task. The smallest number, 10 or 42 per cent, indicated that they supervise the use of students' automobiles during school hours, as compared with 14, or 58 per cent, that did not perform this task. Of the six tasks pertaining to guidance

and pupil behavior, five were performed by 50 per cent or more of assistant principals.

TABLE 13

RESPONSES AND PER CENT OF 24 ASSISTANT PRINCIPALS OF
HIGH SCHOOLS IN BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO GUIDANCE AND PUPIL BEHAVIOR

Tasks	"Yes"		"No"	
	<u>Responses</u>		<u>Responses</u>	
	No.	%	No.	%
11. Do you confer with parents of students who are frequently absent?	22	92	2	8
12. Do you assume responsibility for discipline within the school?	20	83	4	17
13. Do you confer with parents of students who are involved in disciplinary cases?	20	83	4	17
14. Do you supervise student traffic in the cafeteria and hall ways?	18	75	6	25
15. Do you issue permits for students to leave school grounds during school hours?	20	83	4	17
16. Do you supervise the use of students' automobiles during school hours?	10	42	14	58

Activity program tasks.--The responses of 24 assistant principals of high schools in bureaucratic public school systems to tasks pertaining to the students' activity program

are presented in Table 14. The smallest group, 12 or 50 per cent, indicated that they supervise the students' activity program, as compared with 12, or 50 per cent, that did not perform this task. One of the largest numbers, 20 or 83 per cent, indicated that they assist in establishing policies concerning the students' activity program, as compared with 4, or 17 per cent, that did not perform this task. The other largest number, 20 or 83 per cent, indicated that they supervise students' social affairs within the school, as compared with 4, or 17 per cent that did not perform this task. Thirteen, or 54 per cent, indicated that they assist in developing homeroom activities, as compared with 11, or 46 per cent, that did not perform this task. Of the four tasks pertaining to the student's activity program, all were performed by 50 per cent or more of assistant principals.

Community relations tasks.--The responses of 24 assistant principals of high schools in bureaucratic public school systems to tasks pertaining to community relations are presented in Table 15. The largest number, 21 or 88 per cent, indicated that they serve as representative of school at civic meetings upon request, as compared with 3, or 12 per cent, that did not perform this task. The smallest number, 9 or 37 per cent, indicated that they supervise

TABLE 14

RESPONSES AND PER CENT OF 24 ASSISTANT PRINCIPALS OF
HIGH SCHOOLS IN BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO THE ACTIVITY PROGRAM

Tasks	<u>"Yes "</u> <u>Responses</u>		<u>"No "</u> <u>Responses</u>	
	No.	%	No.	%
17. Do you supervise the students' activity program?	12	50	12	50
18. Do you assist in establishing policies concerning the students' activity program?	20	83	4	17
19. Do you supervise students' social affairs within the school?	20	83	4	17
20. Do you assist teachers in developing homeroom activities?	13	54	11	46

commencement activities, as compared with 15, or 63 per cent, that did not perform this task. Nineteen, or 79 per cent, indicated that they conduct tours of school building(s) and campus for visitors, as compared with 5, or 21 per cent, that did not perform this task. Sixteen, or 67 per cent, indicated that they issue permits to visitors who come to visit the school as compared with 8, or 33 per cent, that did not perform this task. Of the four tasks pertaining to community relations, three were performed by 50 per cent or more of assistant principals.

TABLE 15

RESPONSES AND PER CENT OF 24 ASSISTANT PRINCIPALS OF
HIGH SCHOOLS IN BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO COMMUNITY RELATIONS

Tasks	<u>"Yes"</u> <u>Responses</u>		<u>"No"</u> <u>Responses</u>	
	No.	%	No.	%
21. Do you serve as representative of school at civic meetings upon request?	21	88	3	12
22. Do you supervise commencement activities?	9	37	15	63
23. Do you conduct tours of school building(s) and campus for visitors?	19	79	5	21
24. Do you issue permits to visitors who come to visit the school?	16	67	8	33

Research and reporting tasks.--The responses of 24 assistant principals of high schools in bureaucratic public school systems to tasks pertaining to research and reporting are presented in Table 16. The largest number, 24 or 100 per cent, indicated that they assist in evaluating the total program of the school. The smallest number, 12 or 50 per cent, indicated that they prepare an annual summary of drop-outs and reasons for leaving, as compared with 12, or 50 per

cent, that did not perform this task. Of the two tasks pertaining to research and reporting, both were performed by 50 per cent or more of assistant principals.

TABLE 16

RESPONSES AND PER CENT OF 24 ASSISTANT PRINCIPALS OF
HIGH SCHOOLS IN BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO RESEARCH AND REPORTING

Tasks	"Yes " Responses		"No " Responses	
	No.	%	No.	%
25. Do you assist in evaluating the total program of the school?	24	100	0	0
26. Do you prepare summary of drop-outs and reasons for leaving?	12	50	12	50

This section has described the tasks performed by assistant principals of high schools in bureaucratic public school systems.

An examination of the data disclosed that of the 26 task statements, 50 per cent or more of assistant principals indicated that 21, or 81 per cent were performed within the high schools. The two areas in which 50 per cent or more of assistant principals performed all of the tasks were student activities, and research and reporting.

Operational Practices of Non-Bureaucratic School Systems

Data presented in this section depict the enrollment and number of certificated staff members, and the operational practices of 15 public school systems as indicated by responses received from 98 educators in school systems classified as non-bureaucratic.

Size.--The number of students enrolled within a public school system attending a senior high school, usually has some influence upon the establishment of the assistant principalship within a senior high school. The number of students enrolled in senior high schools within school systems included in the study, classified as non-bureaucratic, is presented in Table 17. Closely related to the enrollment of a public school system is the number of certificated secondary staff members employed. These include teachers, supervisors, and administrators. The number of certificated personnel employed in high schools within public school systems, classified as non-bureaucratic, is presented in Table 18. Thus, the position appears to be prominent among high schools with enrollments of 500 or more.

Specialization practices.--The statements pertaining to the element of specialization were designed to secure

TABLE 17

ENROLLMENTS OF HIGH SCHOOLS IN SCHOOL SYSTEMS CLASSIFIED
AS NON-BUREAUCRATIC EMPLOYING THE SERVICES
OF AN ASSISTANT PRINCIPAL

Enrollments	Number of School Systems
2000 and over	1
1500 through 1999	2
1000 through 1499	3
500 through 999	8
Under 500	1

TABLE 18

CERTIFICATED STAFF MEMBERS OF HIGH SCHOOLS IN SCHOOL
SYSTEMS CLASSIFIED AS NON-BUREAUCRATIC EMPLOYING
THE SERVICES OF AN ASSISTANT PRINCIPAL

Number of Certificated Staff Members	Number of School Systems
75 and over	3
60 through 74	3
45 through 59	0
30 through 44	4
Under 30	5

opinion responses of educators in public school systems regarding the extent to which specialization is emphasized within public school systems. The responses of 98 educators in non-bureaucratic public school systems to specialization practices are presented in Table 19. The largest number, 88

TABLE 19

RESPONSES AND PER CENT OF 98 EDUCATORS IN NON-BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO SPECIALIZATION

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
1. Everyone within the local school system has specific duties to perform.	88	90	6	6	4	4
2. Applicants must meet technical qualifications before they can be hired within the school system.	75	77	10	10	13	13
3. The local school system is organized in terms of departments.	71	73	8	8	19	19
4. Duties performed by professional personnel are within their area(s) of specialization.	66	68	17	18	14	14
5. Very little duplication of activities exist within the school system.	37	38	13	13	48	49

or 90 per cent, agreed that everyone within the local school system has specific duties to perform, as compared with 6 or 6 per cent that was undecided, and 4 or 4 per cent that disagreed. Seventy-five or 77 per cent, agreed that applicants must meet technical qualifications before they can be hired

within the school system, as compared with 10 or 10 per cent that was undecided, and 13 or 13 per cent that disagreed. Seventy-one or 73 per cent, agreed that the local school system was organized in terms of departments, as compared with 8 or 8 per cent that was undecided, and 19 or 19 per cent that disagreed. Sixty-six or 68 per cent, agreed that duties performed by professional personnel were within their area(s) of specialization, as compared with 17 or 18 per cent that was undecided, and 14 or 14 per cent that disagreed. The smallest number, 37 or 38 per cent, agreed that very little duplication of activities exist within the school system, as compared with 13 or 13 per cent that was undecided, and 48 or 49 per cent that disagreed. Of the five operational practices pertaining to specialization, 50 per cent or more of the educators agreed that four of these practices exist within the school systems.

Hierarchial practices.--The statements pertaining to the element of hierarchy were designed to secure opinion responses of educators in public school systems regarding the extent to which hierarchy is emphasized within public school systems. The responses of 98 educators in non-bureaucratic public school systems to hierarchial practices are presented in Table 20. The largest number, 72 or 74 per cent, agreed

TABLE 20

RESPONSES AND PER CENT OF 98 EDUCATORS IN NON-BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO HIERARCHY

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
6. Everyone has a superior to whom he is directly responsible	72	74	14	14	12	12
7. A person must go through established channels to get things done.	59	60	8	8	31	32
8. Most matters have to be referred to someone higher up in the school system for a final decision.	57	59	8	8	33	33
9. When a person finishes a report it always goes to the same next higher person.	41	42	19	19	38	38
10. An identifiable characteristic of the local school system is its graded organizational plan.	45	46	30	31	23	23

that everyone has a superior to whom he is directly responsible, as compared with 14 or 14 per cent that was undecided, and 12 or 12 per cent that disagreed. Fifty-nine or 60 per cent, agreed that a person must go through established channels to get things done, as compared with 8 or 8 per cent that

was undecided, and 31 or 32 per cent that disagreed. Fifty-seven or 59 per cent, agreed that most matters have to be referred to someone higher up in the school system for a final decision, as compared with 8 or 8 per cent that was undecided, and 33 or 33 per cent that disagreed. The smallest number, 41 or 42 per cent, agreed that when a person finishes a report it always goes to the same next higher person, as compared with 19 or 19 per cent that was undecided, and 38 or 38 per cent that disagreed. Forty-five or 46 per cent, agreed that one of the identifiable characteristics of the local school system is its graded organizational plan, as compared with 30 or 31 per cent that was undecided, and 23 or 23 per cent that disagreed. Of the five operational practices pertaining to hierarchy, 50 per cent or more of the educators agreed that three of these practices exist within the school systems.

Status practices.--The statements pertaining to the element of status were designed to secure opinion responses of educators in public school systems regarding the extent to which status is emphasized within public school systems. The responses of 98 educators in non-bureaucratic public school systems to status practices are presented in Table 21. Twenty-eight or 28 per cent, agreed that written rules for the school system are followed unquestioningly, as compared with 29 or 30 per cent that was undecided, and 41 or 42 per cent that disagreed. Fifty-six or 57 per cent, agreed that professional personnel have an equal opportunity to

TABLE 21

RESPONSES AND PER CENT OF 98 EDUCATORS IN NON-BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO STATUS

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
11. Written rules for the school system are followed unquestioningly.	28	28	29	30	41	42
12. Professional personnel have an equal opportunity to attend professional meetings at the regional and national levels.	56	57	15	15	27	28
13. Everyone must yield to the decision(s) of his superior.	50	51	12	12	36	37
14. A graduated pay scale exist within the school system for professional personnel.	61	63	21	21	16	16
15. Personnel working in various departments spend most of their leisure time with one another.	9	9	20	20	69	71

attend professional meetings at the regional and national levels, as compared with 15 or 15 per cent that was undecided, and 27 or 28 per cent that disagreed. Fifty or 51 per cent, agreed that everyone must yield to the decision(s) of his superior, as compared with 12 or 12 per cent that was

undecided, and 36 or 37 per cent that disagreed. The largest number, 61 or 63 per cent, agreed that a graduated pay scale exist within the school system for professional personnel, as compared with 21 or 21 per cent that was undecided, and 16 or 16 per cent that disagreed. The smallest number, 9 or 9 per cent, agreed that personnel working in various departments spend most of their leisure time with one another, as compared with 20 or 20 per cent that was undecided, and 69 or 71 per cent that disagreed. Of the five operational practices pertaining to status, 50 per cent or more of the educators agreed that three of these practices exist within the school systems.

Oligarchy practices.--The statements pertaining to the element of oligarchy were designed to secure opinion responses of educators in public school systems regarding the extent to which oligarchy is emphasized within public school systems. The responses of 98 educators in non-bureaucratic public school systems to oligarchy practices are presented in Table 22. The smallest number, 20 or 20 per cent, agreed that personnel are checked consistently for the implementation of regulations, as compared with 24 or 25 per cent that was undecided, and 54 or 55 per cent that disagreed. Thirty-eight or 39 per cent, agreed that very little action can be

TABLE 22

RESPONSES AND PER CENT OF 98 EDUCATORS IN NON-BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO OLIGARCHY

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
16. Personnel are checked consistently for the implementation of regulations.	20	20	24	25	54	55
17. Very little action can be taken until a superior gives his approval.	38	39	17	17	43	44
18. Employed personnel within the system get their orders from their superiors.	78	80	8	8	12	12
19. Communications pertaining to the school system are cleared by the administration before they are released to the public.	86	88	6	6	6	6
20. The school system has a manual of rules and regulations to be followed.	82	84	5	5	11	11

taken until a superior gives his approval, as compared with 17 or 17 per cent that was undecided, and 43 or 44 per cent that disagreed. Seventy-eight or 80 per cent, agreed that employed personnel within the system get their orders from their superiors, as compared with 8 or 8 per cent that was

undecided, and 12 or 12 per cent that disagreed. The largest number, 86 or 88 per cent, agreed that communications pertaining to the school system are cleared by the administration before they are released to the public, as compared with 6 or 6 per cent that was undecided, and 6 or 6 per cent that disagreed. Eighty-two or 84 per cent, agreed that the school system has a manual of rules and regulations to be followed, as compared with 5 or 5 per cent that was undecided, and 11 or 11 per cent that disagreed. Of the five operational practices pertaining to oligarchy, 50 per cent or more of the educators agreed that three of these practices exist within the school systems.

Co-optation practices.--The statements pertaining to the element of co-optation were designed to secure opinion responses of educators in public school systems regarding the extent to which co-optation is emphasized within public school systems. The responses of 98 educators in non-bureaucratic public school systems to co-optation practices are presented in Table 23. Seventeen or 17 per cent, agreed that a committee screens applications from prospective employees, as compared with 29 or 30 per cent that was undecided, and 52 or 53 per cent that disagreed. Twenty-six or 26 per cent, agreed that promotions are based upon how

TABLE 23

RESPONSES AND PER CENT OF 98 EDUCATORS IN NON-BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO CO-OPTATION

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
21. A committee screens applications from prospective employees.	17	17	29	30	52	53
22. Promotions are based upon how well a person has performed within the school system.	26	26	36	37	36	37
23. A person gets promoted on the basis of how "loyal" he has been to the system.	10	10	31	31	57	58
24. A person's personality is the determining factor as to whether he is employed by the school system.	8	8	20	20	70	72
25. When vacancies occur within the school system, preference is given to available local personnel.	31	32	30	31	27	27

well a person has performed within the school system, as compared with 36 or 37 per cent that was undecided, and 36 or 37 per cent that disagreed. Ten or 10 per cent, agreed that a person gets promoted on the basis of how "loyal" he has been to the system, as compared with 31 or 31 per cent

that was undecided, and 57 or 58 per cent that disagreed. The smallest number, 8 or 8 per cent, agreed that a person's personality is the determining factor as to whether he is employed by the school system, as compared with 20 or 20 per cent that was undecided, and 70 or 72 per cent that disagreed. The largest number, 31 or 32 per cent, agreed that when vacancies occur within the school system, preference is given to available local personnel, as compared with 30 or 31 per cent that was undecided, and 27 or 27 per cent that disagreed. Of the five operational practices pertaining to co-optation, less than 50 per cent of the educators agreed that these practices exist within the school systems.

Rationality practices.--The statements pertaining to the element of rationality were designed to secure opinion responses of educators in public school systems regarding the extent to which rationality is emphasized within public school systems. The responses of 98 educators in non-bureaucratic public school systems to rationality practices are presented in Table 24. Thirty-five or 36 per cent, agreed that whatever situation arises there are established procedures to follow in dealing with it, as compared with 20 or 20 per cent that was undecided, and 43 or 44 per cent that disagreed. The smallest number, 12 or 12 per cent, agreed

TABLE 24

RESPONSES AND PER CENT OF 98 EDUCATORS IN NON-BUREAUCRATIC
PUBLIC SCHOOL SYSTEMS TO PRACTICES
PERTAINING TO RATIONALITY

Statements	Agree		Unde- cided		Dis- agree	
	No.	%	No.	%	No.	%
26. Whatever situation arises we have established procedures to follow in dealing with it.	35	36	20	20	43	44
27. Employees are encouraged not to use their own judgment as to how various problems should be treated.	12	12	19	19	67	69
28. Employees are expected to follow established operational procedures at all times.	49	50	18	18	31	32
29. We have instructional guides for subjects taught within the school system.	45	46	11	11	42	43
30. We have an organized orientation program for new employees.	27	28	10	10	61	62

that employees are encouraged not to use their own judgment as to how various problems should be treated, as compared with 19 or 19 per cent that were undecided and 67 or 69 per cent that disagreed. The largest number, 49 or 50 per cent, agreed that employees are expected to follow established

operational procedures at all times, as compared with 18 or 18 per cent that was undecided, and 31 or 32 per cent that disagreed. Forty-five or 46 per cent, agreed that instructional guides exist for subjects taught within the school system, as compared with 11 or 11 per cent that was undecided, and 42 or 43 per cent that disagreed.

Twenty-seven or 28 per cent, agreed that an organized orientation program for new employees exist within the school systems as compared with 10 or 10 per cent that was undecided, and 61 or 62 per cent that disagreed. Of the five operational practices pertaining to rationality, 50 per cent of the educators agreed that one of these practices exist within the school systems.

This section has described the operational practices of public school systems, classified as non-bureaucratic, based upon responses received from 98 educators.

An examination of the data disclosed that of the 30 statements pertaining to operational practices of public school systems, 50 per cent or more of the respondents indicated that 14, or 47 per cent of the operational practices were emphasized within the public school systems.

Tasks Performed by Assistant Principals in
Non-Bureaucratic School Systems

Data presented in this section depict the current tasks performed by 21 assistant principals of high schools in 15 public school systems classified as non-bureaucratic.

Administration tasks.--The responses of 21 assistant principals of high schools in non-bureaucratic public school systems to tasks pertaining to administration are presented in Table 25. The largest number, 20 or 95 per cent, indicated that they serve as principal when the principal is not available, as compared with 1, or 5 per cent, that did not perform this task. The smallest number, 4 or 19 per cent, indicated that they plan the yearly school calendar of events, as compared with 17, or 81 per cent, that did not perform this task. Nine, or 43 per cent, indicated that they construct the master class schedule, as compared to 12, or 57 per cent, that did not perform this task. Twelve, or 57 per cent, indicated that they adjust the master class schedule when conflicts arise, as compared with 9 or 43 per cent, that did not perform this task. Of the four tasks pertaining to administration, two were performed by 50 per cent or more of assistant principals.

Instruction tasks.--The responses of 21 assistant principals of high schools in non-bureaucratic public school systems to tasks pertaining to instruction are presented in Table 26. Nine, or 43 per cent, indicated that they assist

TABLE 25

RESPONSES AND PER CENT OF 21 ASSISTANT PRINCIPALS OF HIGH
SCHOOLS IN NON-BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO ADMINISTRATION

Tasks	"Yes" Responses		"No" Responses	
	No.	%	No.	%
1. Do you serve as principal when the principal is not available?	20	95	1	5
2. Do you plan the yearly school calendar of events?	4	19	17	81
3. Do you construct the master class schedule?	9	43	12	57
4. Do you adjust the master class schedule when conflicts arise?	12	57	9	43

teachers in improving the instructional program through the development of short and long-term objectives and procedures, as compared with 12, or 57 per cent, that did not perform this task. Eleven, or 57 per cent, indicated that they assist teachers in developing new instructional methods, as compared with 10, or 48 per cent, that did not perform this task. Thirteen, or 62 per cent, indicated that they assist teachers in evaluating instructional experiments, as compared with 8, or 38 per cent, that did not perform this task. The smallest number, 6 or 29 per cent, indicated that they visit

TABLE 26

RESPONSES AND PER CENT OF 21 ASSISTANT PRINCIPALS OF HIGH
SCHOOLS IN NON-BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO INSTRUCTION

Tasks	"Yes" Responses		"No" Responses	
	No.	%	No.	%
5. Do you assist teachers in improving the instructional program through the development of short and long-term objectives and procedures?	9	43	12	57
6. Do you assist teachers in developing new instructional methods?	11	52	10	48
7. Do you assist teachers in evaluating instructional experiments?	13	62	8	38
8. Do you visit classes within the school and hold follow-up conferences with teachers?	6	29	15	71
9. Do you conduct curriculum studies within the school to ascertain current weaknesses?	7	33	14	67
10. Do you assist the principal in evaluating teachers?	18	86	3	14

classes within the school and hold follow-up conferences with teachers, as compared with 15, or 71 per cent, that did not perform this task. Seven, or 33 per cent, indicated that

they conduct curriculum studies within the school to ascertain current weaknesses, as compared with 14, or 67 per cent, that did not perform this task. The largest number, 18 or 86 per cent, indicated that they assist the principal in evaluating teachers, as compared with 3, or 14 per cent, that did not perform this task. Of the six tasks pertaining to instruction, three were performed by 50 per cent or more of the assistant principals.

Guidance and pupil behavior tasks.---The responses of 21 assistant principals of high schools in non-bureaucratic public school systems to tasks pertaining to guidance and pupil behavior are presented in Table 27. Sixteen, or 76 per cent, indicated that they confer with parents of students who are frequently absent, as compared with 5, or 24 per cent, that did not perform this task. Seventeen, or 81 per cent, indicated that they assume responsibility for discipline within the school, as compared with 4, or 19 per cent that did not perform this task. Eighteen, or 86 per cent, indicated that they confer with parents of students who are involved in disciplinary cases, as compared with 3, or 14 per cent, that did not perform this task. The largest number, 21 or 100 per cent, indicated that they supervise student traffic in the cafeteria and hallways. Nineteen, or 90 per

TABLE 27

RESPONSES AND PER CENT OF 21 ASSISTANT PRINCIPALS OF HIGH
SCHOOLS IN NON-BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO GUIDANCE AND PUPIL BEHAVIOR

Tasks	"Yes" Responses		"No" Responses	
	No.	%	No.	%
11. Do you confer with parents of students who are frequently absent?	16	76	5	24
12. Do you assume responsibility for discipline within the school?	17	81	4	19
13. Do you confer with parents of students who are involved in disciplinary cases?	18	86	3	14
14. Do you supervise student traffic in the cafeteria and hallways?	21	100	0	0
15. Do you issue permits for students to leave school grounds during school hours?	19	90	2	10
16. Do you supervise the use of students' automobiles during school hours?	11	52	10	48

cent, indicated that they issue permits for students to leave school grounds during school hours, as compared with 2, or 10 per cent, that did not perform this task. The smallest number, 11 or 52 per cent, indicated that they supervise

the use of students' automobiles during school hours, as compared with 10, or 48 per cent, that did not perform this task. Of the six tasks pertaining to guidance and pupil behavior, all were performed by 50 per cent or more of assistant principals.

Activity program tasks.--The responses of 21 assistant principals of high schools in non-bureaucratic public school systems to tasks pertaining to the students' activity program are presented in Table 28. Eleven, or 52 per cent, indicated that they supervise the students' activity program, as compared with 10 or 48 per cent, that did not perform this task. The largest number, 18 or 86 per cent, indicated that they assist in establishing policies concerning the students' activity program, as compared with 3, or 14 per cent, that did not perform this task. Fourteen, or 67 per cent, indicated that they supervise students' social affairs within the school, as compared with 7, or 33 per cent, that did not perform this task. The smallest number, 8 or 38 per cent, indicated that they assist teachers in developing homeroom activities, as compared with 13, or 62 per cent, that did not perform this task. Of the four tasks pertaining to the students' activity program, three were performed by 50 per cent or more of assistant principals.

TABLE 28

RESPONSES AND PER CENT OF 21 ASSISTANT PRINCIPALS OF HIGH SCHOOLS IN NON-BUREAUCRATIC PUBLIC SCHOOL SYSTEMS TO TASKS PERTAINING TO THE ACTIVITY PROGRAM

Tasks	"Yes" Responses		"No" Responses	
	No.	%	No.	%
17. Do you supervise the students' activity program?	11	52	10	48
18. Do you assist in establishing policies concerning the students' activity program?	18	86	3	14
19. Do you supervise students' social affairs within the school?	14	67	7	33
20. Do you assist teachers in developing homeroom activities?	8	38	13	62

Community relations tasks.--The responses of 21 assistant principals of high schools in non-bureaucratic public school systems to tasks pertaining to community relations are presented in Table 29. The largest number, 18 or 86 per cent, indicated that they serve as representative of school at civic meetings upon request, as compared with 3, or 14 per cent, that did not perform this task. The smallest group, 6 or 29 per cent, indicated that they

TABLE 29

RESPONSES AND PER CENT OF 21 ASSISTANT PRINCIPALS OF HIGH
SCHOOLS IN NON-BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO COMMUNITY RELATIONS

Tasks	<u>"Yes Responses</u>		<u>"No" Responses</u>	
	No.	%	No.	%
21. Do you serve as representative of school at civic meetings upon request?	18	86	3	14
22. Do you supervise commencement activities?	6	29	15	71
23. Do you conduct tours of school building(s) and campus for visitors?	17	81	4	19
24. Do you issue permits to visitors who come to visit the school?	12	57	9	43

supervise commencement activities, as compared with 15, or 71 per cent, that did not perform this task. Seventeen, or 81 per cent, indicated that they conduct tours of school building(s) and campus for visitors, as compared with 4, or 19 per cent, that did not perform this task. Twelve, or 57 per cent, indicated that they issue permits to visitors who come to visit the school, as compared with 9, or 43 per cent, that did not perform this task. Of the four tasks pertaining to community relations, three were performed by 50 per cent

or more of assistant principals.

Research and reporting tasks.--The responses of 21 assistant principals of high schools in non-bureaucratic public school systems to tasks pertaining to research and reporting are presented in Table 30. The largest number, 18 or 86 per cent, indicated that they assist in evaluating the total program of the school, as compared with 3, or 14 per cent, that did not perform this task. The smallest number, 9 or 43 per cent, indicated that they prepare an annual summary of drop-outs and reasons for leaving, as compared with 12, or 57 per cent, that did not perform this task. Of the two tasks pertaining to research and reporting, one was performed by 50 per cent or more of assistant principals.

This section has described the tasks performed by assistant principals of high schools in non-bureaucratic public school systems.

An examination of the data disclosed that of the 26 task statements, 50 per cent or more of assistant principals indicated that 18, or 69 per cent were performed within the high schools. The area in which 50 per cent or more of assistant principals performed all of the tasks was guidance and pupil behavior.

TABLE 30

RESPONSES AND PER CENT OF 21 ASSISTANT PRINCIPALS OF HIGH
SCHOOLS IN NON-BUREAUCRATIC PUBLIC SCHOOL SYSTEMS
TO TASKS PERTAINING TO RESEARCH AND REPORTING

Tasks	"Yes " Responses		"No " Responses	
	No.	%	No.	%
25. Do you assist in evaluating the total program of the school?	18	86	3	14
26. Do you prepare summary of drop-outs and reasons for leaving?	9	43	12	57

Comparison of Tasks Performed by Assistant
Principals in Bureaucratic and Non-
Bureaucratic School Systems

This section presents an analysis of the 26 tasks performed by assistant principals of high schools in bureaucratic and non-bureaucratic public school systems.

In order to determine if there was any relationship between tasks performed by assistant principals in bureaucratic school systems and tasks performed by assistant principals in non-bureaucratic school systems, phi coefficient was used to determine the statistical relationship between tasks performed by assistant principals. Chi square was used to test the significance of the phi coefficient.

Administration tasks.--The responses of assistant principals of high schools in bureaucratic and non-bureaucratic school systems to administration tasks are presented in Table 31. Twenty-four, or 100 per cent, of assistant principals in bureaucratic school systems indicated that they serve as principals when the principal is not available, as compared with 20, or 95 per cent, of assistant principals in non-bureaucratic school systems. Four, or 17 per cent, of assistant principals in bureaucratic school systems indicated that they plan the yearly school calendar of events, as compared with 4, or 19 per cent, of assistant principals in non-bureaucratic school systems. Seven, or 30 per cent, of assistant principals in bureaucratic school systems indicated that they construct the master class schedule, as compared with 9, or 43 per cent, of assistant principals in non-bureaucratic school systems. Thirteen, or 54 per cent, of assistant principals in bureaucratic school systems indicated that they adjust the master class schedule when conflicts arise, as compared with 12, or 57 per cent, of assistant principals in non-bureaucratic school systems. The application of the phi coefficient, as presented in Table 37, to the above data revealed that no significant relationship exists between administration tasks performed by assistant principals in

bureaucratic and non-bureaucratic school systems.

TABLE 31

NUMBER AND PER CENT OF TASKS PERFORMED BY ASSISTANT
PRINCIPALS IN BUREAUCRATIC AND NON-
BUREAUCRATIC SCHOOL SYSTEMS

Tasks	Bureaucratic		Non-Bureaucratic	
	Yes	%	Yes	%
1. Do you serve as principal when the principal is not available?	24	100	20	95
2. Do you plan the yearly school calendar of events?	7	30	9	43
3. Do you construct the master class schedule?	7	30	9	43
4. Do you adjust the master class schedule when conflicts arise?	13	54	12	57

Instruction tasks.--The responses of assistant principals of high schools in bureaucratic and non-bureaucratic school systems to instruction tasks are presented in Table 32. Seventeen, or 70 per cent, of assistant principals in bureaucratic school systems indicated that they assist teachers in improving the instructional program through the development of short and long-terms objectives and procedures, as compared with 9, or 43 per cent, of assistant principals

TABLE 32

NUMBER AND PER CENT OF TASKS PERFORMED BY ASSISTANT
PRINCIPALS IN BUREAUCRATIC AND NON-
BUREAUCRATIC SCHOOL SYSTEMS

Tasks	Bureaucratic		Non-Bureaucratic	
	Yes	%	Yes	%
5. Do you assist teachers in improving the instructional program through the development of short and long-term objectives and procedures?	17	70	9	43
6. Do you assist teachers in developing new instructional methods?	17	70	11	52
7. Do you assist teachers in evaluating instructional experiments?	17	70	13	62
8. Do you visit classes within the school and hold follow-up conferences with teachers?	16	67	6	29
9. Do you conduct curriculum studies within the school to ascertain current weaknesses?	10	42	7	33
10. Do you assist the principal in evaluating teachers?	20	83	18	86

in non-bureaucratic school systems. Seventeen, or 70 per cent, of assistant principals in bureaucratic school systems

indicated that they assist teachers in developing new instructional methods, as compared with 11, or 52 per cent, of assistant principals in non-bureaucratic school systems. Seventeen, or 70 per cent, of assistant principals in bureaucratic school systems indicated that they assist teachers in evaluating instructional experiments, as compared with 13, or 62 per cent, of assistant principals in non-bureaucratic school systems. Sixteen, or 67 per cent, of assistant principals in bureaucratic school systems indicated that they visit classes within the school and hold follow-up conferences with teachers, as compared with 6, or 29 per cent, of assistant principals in non-bureaucratic school systems. Ten, or 42 per cent, of assistant principals in bureaucratic school systems indicated that they conduct curriculum studies within the school to ascertain current weaknesses, as compared with 7, or 33 per cent, of assistant principals in non-bureaucratic school systems. Twenty, or 83 per cent, of assistant principals in bureaucratic school systems indicated that they assist the principal in evaluating teachers, as compared with 18, or 86 per cent, of assistant principals in non-bureaucratic school systems. The application of the phi coefficient, as presented in Table 37, to the above data revealed that a positive significant relationship exist

between five of the six instructional tasks performed by assistant principals in bureaucratic and non-bureaucratic school systems.

Guidance and pupil behavior tasks.--The responses of assistant principals of high schools in bureaucratic and non-bureaucratic school systems to guidance and pupil behavior tasks are presented in Table 33. Twenty-two, or 92 per cent, of assistant principals in bureaucratic school systems indicated that they confer with parents of students who are frequently absent, as compared with 16, or 76 per cent, of assistant principals in non-bureaucratic school systems. Twenty, or 83 per cent, of assistant principals in bureaucratic school systems indicated that they assume responsibility for discipline within the school, as compared with 17, or 81 per cent, of assistant principals in non-bureaucratic school systems. Twenty, or 83 per cent, of assistant principals in bureaucratic school systems indicated that they confer with parents of students who are involved in disciplinary cases, as compared with 18, or 86 per cent, of assistant principals in non-bureaucratic school systems. Eighteen, or 75 per cent, of assistant principals in bureaucratic school systems indicated that they supervise student traffic in the cafeteria and hallways, as compared with 21,

TABLE 33

NUMBER AND PER CENT OF TASKS PERFORMED BY ASSISTANT
PRINCIPALS IN BUREAUCRATIC AND NON-
BUREAUCRATIC SCHOOL SYSTEMS

Tasks	Bureaucratic		Non-Bureaucratic	
	Yes	%	Yes	%
11. Do you confer with parents of students who are frequently absent?	22	92	16	76
12. Do you assume responsibility for discipline within the school?	20	83	17	81
13. Do you confer with parents of students who are involved in disciplinary cases?	20	83	18	86
14. Do you supervise student traffic in the cafeteria and hallways?	18	75	21	100
15. Do you issue permits for students to leave school grounds during school hours?	20	83	19	90
16. Do you supervise the use of student's automobiles during school hours?	10	42	11	52

or 100 per cent, of assistant principals in non-bureaucratic school systems. Twenty, or 83 per cent, of assistant principals in bureaucratic school systems indicated that they issue permits for students to leave school grounds during

school hours, as compared with 19, or 90 per cent, of assistant principals in non-bureaucratic school systems. Ten or 42 per cent, of assistant principals in bureaucratic school systems indicated that they supervise the use of students' automobiles during school hours, as compared with 11, or 52 per cent, of assistant principals in non-bureaucratic school systems. The application of the phi coefficient, as presented in Table 37, to the above data revealed that a positive significant relationship exist between one of the six guidance and pupil behavior tasks performed by assistant principals in bureaucratic and non-bureaucratic school systems.

Activity program tasks.---The responses of assistant principals of high schools in bureaucratic and non-bureaucratic school systems to the students' activity program tasks are presented in Table 34. Twelve, or 50 per cent, of assistant principals in bureaucratic school systems indicated that they supervise the students' activity program, as compared with 11, or 52 per cent, of assistant principals in non-bureaucratic school systems. Twenty, or 83 per cent, of assistant principals in bureaucratic school systems indicated that they assist in establishing policies concerning the students' activity program, as compared with 18, or 86 per cent, of assistant principals in non-bureaucratic school

TABLE 34

NUMBER AND PER CENT OF TASKS PERFORMED BY ASSISTANT
PRINCIPALS IN BUREAUCRATIC AND NON-
BUREAUCRATIC SCHOOL SYSTEMS

Tasks	Bureaucratic		Non-Bureaucratic	
	Yes	%	Yes	%
17. Do you supervise the students' activity program?	12	50	11	52
18. Do you assist in establishing policies concerning the students' activity program?	20	83	18	86
19. Do you supervise students' social affairs within the school?	20	83	14	67
20. Do you assist teachers in developing homeroom activities?	13	54	8	38

systems. Twenty, or 83 per cent, of assistant principals in bureaucratic school systems indicated that they supervise students' social affairs within the school, as compared with 14, or 67 per cent, of assistant principals in non-bureaucratic school systems. Thirteen, or 54 per cent, of assistant principals in bureaucratic school systems indicated that they assist teachers in developing homeroom activities, as

compared with 8, or 38 per cent, of assistant principals in non-bureaucratic school systems. The application of the phi coefficient, as presented in Table 37, to the above data revealed that a positive significant relationship exist between two of the four activity program tasks performed by assistant principals in bureaucratic and non-bureaucratic school systems.

Community relations tasks.---The responses of assistant principals of high schools in bureaucratic and non-bureaucratic school systems to the community relations tasks are presented in Table 35. Twenty-one, or 88 per cent, of assistant principals in bureaucratic school systems indicated that they serve as representative of school at civic meetings upon request, as compared with 18, or 86 per cent, of assistant principals in non-bureaucratic school systems. Nine, or 37 per cent, of assistant principals in bureaucratic school systems indicated that they supervise commencement activities, as compared with 6, or 29 per cent, of assistant principals in non-bureaucratic school systems. Nineteen, or 79 per cent, of assistant principals in bureaucratic school systems indicated that they conduct tours of school building(s) and campus for visitors, as compared with 17, or 81 per cent, of assistant principals in non-bureaucratic school systems. Sixteen, or 67 per cent, of assistant principals in bureaucratic

TABLE 35

NUMBER AND PER CENT OF TASKS PERFORMED BY ASSISTANT
PRINCIPALS IN BUREAUCRATIC AND NON-
BUREAUCRATIC SCHOOL SYSTEMS

Tasks	Bureaucratic		Non-Bureaucratic	
	Yes	%	Yes	%
21. Do you serve as representative of school at civic meetings upon request?	21	88	18	86
22. Do you supervise commencement activities?	9	37	6	29
23. Do you conduct tours of school building(s) and campus for visitors?	19	79	17	81
24. Do you issue permits to visitors who come to visit the school?	16	67	12	57

school systems indicated that they issue permits to visitors who come to visit the school, as compared with 12, or 57 per cent, of assistant principals in non-bureaucratic school systems. The application of the phi coefficient, as presented in Table 37, to the above data revealed that a positive significant relationship exists between two of the four community relations tasks performed by assistant principals in bureaucratic and non-bureaucratic school systems.

Research and reporting tasks.---The responses of assistant principals of high schools in bureaucratic and non-bureaucratic school systems to the research and reporting tasks are presented in Table 36. Twenty-four, or 100 per cent, of assistant principals in bureaucratic school systems indicated that they assist in evaluating the total program of the school, as compared with 18, or 86 per cent, of assistant principals in non-bureaucratic school systems. Twelve, or 50 per cent, of assistant principals in bureaucratic school systems indicated that they prepare an annual summary of drop-outs and reasons for leaving, as compared with 9, or 43 per cent, of assistant principals in non-bureaucratic school systems. The application of the phi coefficient, as presented in Table 37, to the above data revealed that a positive significant relationship exist between one of the two research and reporting tasks performed by assistant principals in bureaucratic and non-bureaucratic school systems.

In this section a comparison of tasks performed by assistant principals of high schools in bureaucratic and non-bureaucratic public school systems was made. Phi coefficient was used in determining the relationship between tasks performed by assistant principals of high schools in bureaucratic and non-bureaucratic public school systems. Chi square was

used to determine the significance of the phi coefficient.

TABLE 36

NUMBER AND PER CENT OF TASKS PERFORMED BY ASSISTANT
PRINCIPALS IN BUREAUCRATIC AND NON-
BUREAUCRATIC SCHOOL SYSTEMS

Tasks	Bureaucratic		Non-Bureaucratic	
	Yes	%	Yes	%
25. Do you assist in evaluating the total program of the school?	24	100	18	86
26. Do you prepare an annual summary of drop-outs and reasons for leaving?	12	50	9	43

An examination of the data disclosed that a significant relationship exists between 11 or 42 per cent of the tasks performed by assistant principals of high schools in bureaucratic and non-bureaucratic public school systems.

Summary

This section of the chapter has described the responses of 234 educators in public school systems in Mississippi. The educators indicated that a variety of operational practices are emphasized in public school systems. Operational practices emphasized in public school systems are related to the elements of: specialization, hierarchy, status,

TABLE 37

ANALYSIS OF RESPONSES BY TASK OF ASSISTANT PRINCIPALS IN
BUREAUCRATIC AND NON-BUREAUCRATIC SCHOOL SYSTEMS

Task State- ment Number	Responses by Assistant Principals in Bureaucratic School Systems			Responses of Assistant Principals in Non-Bureaucratic School Systems			Phi Coefficient
	Yes	No	Total	Yes	No	Total	
1.	24	0	24	20	1	21	- 0.032
2.	4	20	24	4	17	21	- 0.023
3.	7	17	24	9	12	21	- 0.149
4.	13	11	24	12	9	21	- 0.025
5.	17	7	24	9	12	21	0.283 ^a
6.	17	7	24	11	10	21	0.198 ^a
7.	17	7	24	13	8	21	0.099 ^b
8.	16	8	24	6	15	21	0.380 ^a
9.	10	14	24	7	14	21	0.099 ^b
10.	20	4	24	18	3	21	- 0.032
11.	22	2	24	16	5	21	0.213

TABLE 37--Continued

Task State- ment Number	Responses by Assistant Principals in Bureaucratic School Systems			Responses of Assistant Principals in Non-Bureaucratic School Systems			Phi Coefficient
	Yes	No	Total	Yes	No	Total	
12.	20	4	24	17	4	21	0.035
13.	20	4	24	18	3	21	- 0.032
14.	18	6	24	21	0	21	- 0.314
15.	20	4	24	19	2	21	- 0.104
16.	10	14	24	11	10	21	- 0.107
17.	12	12	24	11	10	21	- 0.023
18.	20	4	24	18	3	21	- 0.032
19.	20	4	24	14	7	21	0.193 ^a
20.	13	11	24	8	13	21	0.220 ^a
21.	21	3	24	18	3	21	0.026
22.	9	15	24	6	15	21	0.094 ^b
23.	19	5	24	17	4	21	- 0.026

TABLE 37--Continued

Task State- ment Number	Responses by Assistant Principals in Bureaucratic School Systems			Responses of Assistant Principals in Non-Bureaucratic School Systems			Phi Coefficient
	Yes	No	Total	Yes	No	Total	
24.	16	8	24	12	9	21	0.098 ^b
25.	24	0	24	18	3	21	0.216 ^a
26.	12	12	24	9	12	21	0.071

^aSignificant relationship at the 0.01 level.

^bSignificant relationship at the 0.05 level.

oligarchy, co-optation, and rationality.

The two elements that are strongly emphasized within public school systems, in terms of operational practices, pertained to specialization and hierarchy. Moderate emphasis, in terms of operational practices, was placed upon the element of oligarchy.

Public school systems classified as bureaucratic placed strong emphasis, in terms of operational practices, upon elements pertaining to specialization, hierarchy, and oligarchy. Moderate emphasis, in terms of operational practices, was placed upon the elements of status and rationality.

Public school systems classified as non-bureaucratic placed moderate emphasis, in terms of operational practices, upon elements pertaining to specialization, hierarchy, and oligarchy.

This section has also compared tasks performed by assistant principals in public high schools with different operational practices.

An assessment of 15 of the 26 tasks performed by assistant principals in bureaucratic and non-bureaucratic school systems were not significantly different at the 0.05 level or the 0.01 level as shown in Table 37.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this chapter are to review the essential findings, to state the principle conclusions, and to state the recommendations based upon the findings and conclusions.

The present study was designed to describe the tasks performed by assistant principals of public high schools within bureaucratic and non-bureaucratic school systems.

The procedure employed within the study consisted of eight major steps: (1) the constructing and validating of descriptive statements pertaining to tasks performed by assistant principals based upon professional literature and a jury of competent authorities in the field of educational administration; (2) the development of recommended tasks in the form of a questionnaire; (3) the constructing and validating of descriptive statements pertaining to operational practices of local public school systems based upon Presthus' Theory of Organization; (4) the development of an inventory

in the form of a checklist pertaining to operational practices of local public school systems; (5) the ascertaining of tasks performed by assistant principals in public high schools; (6) the ascertaining of operational practices of local public school systems; (7) an analysis of operational practices of local public school systems; and (8) an analysis of tasks performed by assistant principals in public high schools.

The summary of findings are based upon data collected from two groups: (1) forty-six assistant principals in public high schools in Mississippi, and (2) two hundred and thirty-four educators--superintendents, principals, supervisors, and teachers--in thirty-one local public school systems in Mississippi.

Major Findings

The major findings of this study are as follows:

1. School systems classified as bureaucratic and non-bureaucratic place emphasis upon the element of "specialization."
2. School systems classified as bureaucratic and non-bureaucratic place emphasis upon the element of "hierarchy."
3. School systems classified as bureaucratic place moderate emphasis upon the element of "status."

4. School systems classified as bureaucratic place emphasis upon the element of "oligarchy."

5. School systems classified as bureaucratic and non-bureaucratic do not place emphasis upon the element of "co-optation."

6. School systems classified as bureaucratic place moderate emphasis upon the element of "rationality."

7. Assistant principals of public high schools perform a variety of tasks dealing with many phases of school administration.

8. The major task performed by ninety-eight per cent of assistant principals is that of serving as principal when the principal is not available.

9. The four areas of school administration in which assistant principals perform the largest percentages of tasks were instruction, guidance and pupil behavior, student activities, and community relations.

10. Greater similarities of tasks performed by assistant principals exist in the larger local public school systems.

11. A significant relationship exist between tasks performed by assistant principals of high schools within bureaucratic and non-bureaucratic public school systems in

regard to:

- a. Assisting teachers in improving the instructional program through the development of short and long-term objectives and procedures.
- b. Assisting teachers in developing new instructional methods.
- c. Assisting teachers in evaluating instructional experiments.
- d. Visiting classes within the school and holding follow-up conferences with teachers.
- e. Conducting curriculum studies within the school to ascertain current weaknesses.
- f. Conferring with parents of students who are frequently absent.
- g. Supervising students' social affairs within the school.
- h. Assisting teachers in developing homeroom activities.
- i. Supervising commencement activities.
- j. Issuing permits to visitors who come to visit the school.
- k. Assisting in evaluating the total program of the school.

Conclusions

The following conclusions are based on the data presented in Chapter V. They are based on the evaluation of data obtained in this investigation relative to the operational practices of public school systems and tasks performed

by assistant principals of public high schools.

1. Through the use of professional literature and a jury of educational administration authorities, the task statements developed for this investigation are reasonably adequate for describing tasks performed by assistant principals in public high schools.

2. Tasks performed by assistant principals in public high schools are within the areas of school administration recommended as being appropriate to the position.

3. The instrument developed from Presthus' Theory of Organization for this investigation is reasonably adequate for describing operational practices of public school systems, and could be useful as a guide in developing instruments relative to the applicability of other theories of organization.

4. Within the limitations of this investigation, the analysis of data revealed in Chapter V indicate positive confirmation of operational practices relative to the elements of specialization and hierarchy, and moderate confirmation of operational practices relative to the elements of status, oligarchy, and rationality.

5. Organizational practices emphasized within local public school systems have a slight positive affect upon the

tasks performed by assistant principals of public high schools within the school systems.

Recommendations

On the basis of the data secured from this study, the following recommendations are proposed:

1. A descriptive study be made of the tasks performed by assistant principals in the fifty states to ascertain the national trend of concepts "unique" to the position.

2. School systems should make a concerted effort to formulate a written description of the duties of assistant principals employed within the school systems.

3. Consideration should be given by professional organizations, at the local, regional, and national levels, to establish departments designed especially for assistant principals.

4. A comparative study be made of tasks performed by assistant principals in elementary, junior high, and high schools for the purpose of ascertaining differences in tasks performed by assistant principals.

5. An investigation be made of the attitudes and concepts which are held by school administrators and teachers concerning the role of the assistant principal.

6. It is recommended that further studies be made to determine what factors exist within public school systems that affect the nature and scope of tasks performed by assistant principals.

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APPENDIXES

APPENDIX A

MISSISSIPPI PUBLIC SCHOOL SYSTEMS USED IN THIS STUDY

Aberdeen	Kosciusko
Biloxi	Laurel
Brookhaven	Leflore
Canton	Long Beach
Clarksdale	McComb
Cleveland	Meridian
Coahoma	Moss Point
Corinth	Mound Bayou
Drew	Natchez
Forest	Ocean Springs
Greenville	Pascagoula
Gulport	Pontotoc
Hattiesburg	Starkville
Hinds	Tupelo
Indianola	Wiggins
Jackson	

APPENDIX B

MISSISSIPPI PUBLIC HIGH SCHOOLS EMPLOYING THE SERVICES
OF ASSISTANT PRINCIPALS USED IN THIS STUDY

Alexander	Gibson	Pascagoula
Biloxi	Greenville	Pontotoc
Callaway	Hattiesburg	Provine
Canton	Henderson	Oak Park
Carver	Higgins (Clarksdale)	Ocean Springs
Central	Higgins (McComb)	Shivers
Cleveland	Hill	Starkville
Clinton	Gulfport	Stone
Coahoma	Lanier	Sumner Hill
Coleman	Long Beach	Thirty-Third Ave.
Corinth	Meridian	Thompson
Drew	Moss Point	Tipton St.
East Side	Mound Bayou	Tupelo
Elzy	Murrah	Watkins
Forest	Natchez	Wingfield
Gentry		

APPENDIX C

SOURCES OF TASK STATEMENTS

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APPENDIX D

TENTATIVE RECOMMENDED TASKS FOR ASSISTANT PRINCIPALS IN HIGH
SCHOOLS WITH REFERENCE NUMBERS INDICATING SOURCES
FROM WHICH THEY WERE TAKENAdministrative

The assistant principal should:

1. Serve as principal when the principal is not available. 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 14, 15, 16, 17
2. Supervise faculty meetings. 1, 6, 10, 12, 14, 15, 16, 17
3. Plan the yearly school calendar of events. 1, 2, 3, 6, 10, 12, 15, 16, 17
4. Supervise teachers' monthly reports. 2, 5, 7, 10, 14, 15, 16, 17
5. Construct the master class schedule. 2, 4, 10, 12, 15, 16
6. Assume general supervision of the principal's office. 1, 2, 3, 5, 7, 9, 10, 14, 15, 16, 17
7. Plan the details of closing each semester. 2, 10, 12, 15, 17
8. Serve as treasurer of the school. 2, 3, 4, 12, 16
9. Adjust the master class schedule when conflicts arise. 1, 2, 4, 10, 12, 14, 15

Instruction

The assistant principal should:

1. Assist teachers in improving the instructional program through the development of short and long-term objectives and procedures. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17
2. Assist teachers in developing new instructional methods. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17
3. Assist teachers in evaluating instructional experiments. 1, 3, 4, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17
4. Visit classes within the school and hold follow-up conferences with teachers. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 17
5. Arrange visitations of teachers with other schools for the purposes of observing and participating in new instructional methods. 3, 6, 8, 10, 11, 17
6. Conduct curriculum studies within the school to ascertain current weaknesses. 1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 16, 17
7. Process requisitions for instructional supplies. 2, 3, 7, 10, 11, 12, 14, 15, 16

Instructional Staff

The assistant principal should:

1. Make recommendations for teacher selection. 2, 3, 10, 11, 12, 16
2. Coordinate the orientation program for new teachers. 1, 2, 3, 5, 6, 9, 10, 11, 12
3. Assist the principal in evaluating teachers. 2, 3, 6, 7, 10, 12, 16, 17
4. Arbitrate disagreements between intrafaculty personnel. 1, 3, 10, 12, 14, 17

Guidance and Pupil Behavior

The assistant principal should:

1. Supervise the general guidance program. 1, 2, 3, 5, 6, 7, 8, 10, 12, 14, 15

2. Visit contributory schools and provide students with pre-entrance counseling. 2, 3, 6, 10, 11, 16

3. Supervise the use and care of students' cumulative records. 1, 3, 4, 6, 7, 10, 14, 15

4. Counsel with students concerning their academic program. 1, 2, 3, 6, 9, 10, 12, 14, 15

5. Supervise the general testing program. 1, 2, 3, 4, 5, 6, 7, 10, 12, 14, 15, 16

6. Effect pupil transfers to other schools. 2, 3, 4, 5, 7, 12

7. Confer with parents of students who are frequently absent. 1, 3, 4, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17

8. Assume responsibility for discipline within the school. 1, 2, 3, 4, 6, 8, 9, 10, 12, 14, 15, 16, 17

9. Confer with parents of students who are involved in disciplinary cases. 1, 2, 3, 6, 8, 9, 10, 12, 14, 15, 16, 17

10. Supervise student traffic in the cafeteria and hallways. 2, 3, 4, 5, 6, 7, 8, 9, 10, 15, 16, 17

11. Issue permits for students to leave school grounds during school hours. 1, 2, 3, 6, 8, 9, 10, 12, 14, 15, 17

12. Supervise the use of students' automobiles during school hours. 3, 5, 7, 8, 10, 12, 14, 15, 17

Activity Program

The assistant principal should:

1. Supervise the students' activities program. 1, 2, 3, 4, 5, 6, 7, 12, 14, 16, 17
2. Assist in establishing policies concerning students' activities program. 1, 2, 3, 4, 6, 7, 10, 12, 14, 15, 16, 17
3. Supervise students' social affairs within the school. 1, 2, 3, 4, 5, 6, 8, 12, 14, 16, 17
4. Supervise homeroom programs. 1, 3, 4, 5, 6, 14, 15, 17
5. Assist teachers in developing homeroom activities. 1, 3, 6, 9, 10, 12, 14, 15, 17

Community Relations

The assistant principal should:

1. Supervise the school's public relations program. 2, 3, 4, 6, 8, 10, 13, 16, 17
2. Supervise the planning of special public relations events such as Career Days, College Days, etc. 1, 2, 3, 6, 8, 10, 12, 16, 17
3. Serve as representative of school at civic meetings upon request. 1, 2, 3, 7, 10, 13, 16, 17
4. Represent the school when students are involved in court cases. 2, 3, 6, 10, 13
5. Supervise commencement activities. 1, 2, 5, 6, 10, 12, 16
6. Conduct tours of school building(s) and campus for visitors. 3, 7, 8, 10, 14, 17
7. Issue permits to visitors. 3, 6, 10, 14, 16, 17

Research and Reporting

The assistant principal should:

1. Assist in evaluating the total program of the school. 1, 2, 3, 6, 7, 10, 13, 17
2. Make studies of students who make failing grades to ascertain reason(s) for poor scholarship. 1, 2, 6, 11, 13, 14, 15
3. Prepare annual summary of drop-outs and reasons for leaving. 1, 3, 10, 13, 14, 15, 17
4. Serve as interpreter of findings of research activities carried on within the school to teachers and the public. 1, 2, 7, 8, 9, 10, 12, 14, 16
5. Conduct follow-up studies of graduates. 1, 3, 6, 10, 13, 15
6. Coordinate all research activities carried on within the school. 1, 2, 6, 8, 9, 13, 14, 16

APPENDIX E

TASKS THAT SHOULD BE PERFORMED BY ASSISTANT
PRINCIPALS IN SENIOR HIGH SCHOOLS

Directions: Listed below are fifty statements. Each statement is intended to describe a task that is appropriate to the assistant principalship. Each statement is included because five or more authorities have identified it in published analyses. You are requested to react to each statement in terms of your estimate of its appropriateness to the assistant principalship. You may respond by placing a check mark () in the space provided following each statement. The abbreviations over the blank spaces at the end of each statement represent the following responses.

A - Appropriate
NA - Not Appropriate

Please feel free to write any comments concerning these tasks or list additional tasks that should be performed by assistant principals.

Descriptive Statements

- I. Administrative Task: refers to the direction, control, and management of all educational affairs that are carried on within the school for the purpose of unifying, harmonizing, and establishing effective relationship among pupils, staff, and community in utilizing available educational facilities for maximum educational results.

The assistant principal should:

A NA

- | | | |
|--|-------|-------|
| 1. Serve as principal when the principal is not available. | _____ | _____ |
| 2. Supervise faculty meetings. | _____ | _____ |
| 3. Plan the yearly school calendar of events. | _____ | _____ |
| 4. Supervise teachers' monthly reports. | _____ | _____ |
| 5. Construct the master class schedule. | _____ | _____ |
| 6. Assume general supervision of the principal's office. | _____ | _____ |
| 7. Plan the details of closing each semester. | _____ | _____ |
| 8. Serve as treasurer of the school. | _____ | _____ |
| 9. Adjust the master class schedule when conflicts arise. | _____ | _____ |

II. Instruction Task: refers to activities conducted within the school that are designed to increase the effectiveness of the instructional program.

The assistant principal should:

A NA

- | | | |
|---|-------|-------|
| 1. Assist teachers in improving the instructional program through the development of short and long-term objectives and procedures. | _____ | _____ |
| 2. Assist teachers in developing new instructional methods. | _____ | _____ |
| 3. Assist teachers in evaluating instructional experiments. | _____ | _____ |
| 4. Visit classes within the school and hold follow-up conferences with teachers. | _____ | _____ |

A NA

5. Arrange visitations of teachers with other schools for the purposes of observing and participating in new instructional methods. ____ ____
6. Conduct curriculum studies within the school to ascertain current weaknesses. ____ ____
7. Process requisitions for instructional supplies. ____ ____

III. Instructional Staff Task: refers to advisory and consultative activities rendered to school staff who are occupied directly with instruction for the purposes of selecting and maintaining adequate teaching personnel.

The assistant principal should:

A NA

1. Make recommendations for teacher selection. ____ ____
2. Coordinate the orientation program for new teachers. ____ ____
3. Assist the principal in evaluating teachers. ____ ____
4. Arbitrate disagreements between intra-faculty personnel. ____ ____

IV. Guidance and Pupil

Behavior Task: refers to planned and organized, consultative and advisory assistance rendered to students to help them establish purposive goals, acquire knowledge, and develop self control.

The assistant principal should:

A NA

1. Supervise the general guidance program. ____ ____
2. Visit contributory schools and provide students with pre-entrance counseling. ____ ____

	A	NA
3. Supervise the use and care of students' cumulative records.	___	___
4. Counsel with students concerning their academic program.	___	___
5. Supervise the general testing program.	___	___
6. Effect pupil transfers to other schools.	___	___
7. Confer with parents of students who are frequently absent.	___	___
8. Assume responsibility for discipline within the school.	___	___
9. Confer with parents of students who are involved in disciplinary cases.	___	___
10. Supervise student traffic in the cafeteria and hallways.	___	___
11. Issue permits for students to leave school grounds during school hours.	___	___
12. Supervise the use of students' automobiles during school hours.	___	___
V. Activity Program Task: refers to programs and events carrying no academic credit that are designed to instruct, entertain, and provide for the exercise of interests subject to some measure of control by the school.		

The assistant principal should:

	A	NA
1. Supervise the students' activities program.	___	___
2. Assist in establishing policies concerning students' activities program.	___	___
3. Supervise students' social affairs within the school.	___	___

A NA

- | | | |
|---|-------|-------|
| 4. Supervise homeroom programs. | _____ | _____ |
| 5. Assist teachers in developing homeroom activities. | _____ | _____ |
- VI. Community Relations Task: refers to the maintenance of a two-way channel for a continuous flow of information between the school and the public on the needs, progress, and conditions of the educational program within the school.

The assistant principal should:

A NA

- | | | |
|--|-------|-------|
| 1. Supervise the school's public relation program. | _____ | _____ |
| 2. Supervise the planning of special public relations events such as Career Days, College Days, etc. | _____ | _____ |
| 3. Serve as representative of school at civic meetings upon request. | _____ | _____ |
| 4. Represent the school when students are involved in court cases. | _____ | _____ |
| 5. Supervise commencement activities. | _____ | _____ |
| 6. Conduct tours of school building(s) and campus for visitors. | _____ | _____ |
| 7. Issue permits to visitors. | _____ | _____ |
- VII. Research and Reporting Task: refers to the continuous systematic gathering, analysing, and interpretation of data which are basic to educational improvement in the school's overall

program for the purposes of evaluating past performances, examining present conditions, and discovering better ways of doing things and how to best achieve the school's educational goals.

The assistant principal should:

A NA

- | | | |
|---|-------|-------|
| 1. Assist in evaluating the total program of the school. | _____ | _____ |
| 2. Make studies of students who make failing grades to ascertain reason(s) for poor scholarship. | _____ | _____ |
| 3. Prepare annual summary of drop-outs and reasons for leaving. | _____ | _____ |
| 4. Conduct follow-up studies of graduates. | _____ | _____ |
| 5. Serve as interpreter of findings of research activities carried on within the school to teachers and the public. | _____ | _____ |
| 6. Coordinate all research activities carried on within the school. | _____ | _____ |

Name _____

Position _____

Address _____

APPENDIX F

COVER LETTER TO JURY MEMBERS

Dear Sir:

You have been chosen along with other selected school administrators in the field of educational administration to participate in a research study designed to establish criteria for tasks that should be performed by assistant principals.

Under the direction of Dr. H.R. Hengst of the University of Oklahoma, I am conducting, as my dissertation study, an investigation of the tasks performed by assistant principals in senior high schools. Prior to such an investigation, it is necessary that appropriate criteria be developed and validated. As an outstanding member of the educational administration profession, I am asking you to participate in the validation of these criteria. I am hopeful that you will be kind enough to be of assistance in this task.

Enclosed is a checklist containing the criteria to be validated. The items listed were secured through an extensive review of the literature in which five or more authorities have indicated that these tasks should be performed by assistant principals. The instrument has been designed so that it will consume a minimum amount of your valuable time. For your convenience and to facilitate a prompt response, a self-addressed stamped envelope is enclosed.

I am aware of the fact that this request for your assistance is really an imposition. My only defense, however, is that I truly believe that the development of these criteria will make a professional contribution which in the future may help to establish concepts descriptive of the assistant principalship.

Yours truly,

Barnes M. West
Graduate Student

APPENDIX G

FOLLOW-UP LETTER TO JURY MEMBERS

Dear Sir:

A short time ago I forwarded to you an opinionnaire concerned with tasks that are related to the assistant principalship. As indicated in my cover letter this study is connected with my dissertation at the University of Oklahoma. We hoped that you would assist in this study, since much of the progress that has been made toward establishing concepts descriptive of the assistant principalship can be attributed to professional educators such as yourself.

Since the opinionnaire was mailed to just a select group it is important that I have your reaction. Please check the enclosed postal card and return it so I may determine the status of your participation.

Thank you for your cooperation in this matter.

Yours truly,

Barnes M. West
Graduate Student

APPENDIX H

JURY MEMBERS WHO PARTICIPATED IN THE VALIDATION OF CRITERIA

1. Mr. C. LeRoy Amen, Principal
Lindbergh Senior High School
St. Louis, Missouri
2. Dr. Dale Davis
Associate Professor of Education
Southern Methodist University
Dallas, Texas
3. Mr. Vincent W. Durnan, Principal
Champlain Valley Union High School
Hinesburg, Vermont
4. Mr. R.O. Fitzsimmons, Principal
Washington Senior High School
Cedar Rapids, Iowa
5. Mr. F. Gardner Gillen, Principal
Schenley High School
Pittsburgh, Pennsylvania
6. Mr. Gareth B. Goddard
Curriculum Supervisor
Castro Valley School District
Castro Valley, California
7. Mr. Robert P. Long, Principal
Berlin High School
Berlin, Connecticut
8. Mr. David W. Meade, Principal
Red Wing High School
Red Wing, Minnesota
9. Dr. E.E. Miller, Principal
Grand Island Senior High School
Grand Island, Nebraska

10. Dr. Robert H. Nelson
Director of Secondary Education
Northern Illinois University
DeKalb, Illinois
11. Mr. Paul W. Pinckney, Principal
Oakland High School
Oakland, California
12. Mr. Landon Shelton, Assistant Principal
Bowie Senior High School
Bowie, Maryland
13. Mr. Erle W. Volkland, Principal
Highland Park High School
Topeka, Kansas
14. Dr. Phillip C. Wells
Professor of Education
Northern Illinois University
DeKalb, Illinois
15. Mr. Russel W. White, Principal
Watertown Senior High School
Watertown, South Dakota

APPENDIX I

TASKS PERFORMED BY ASSISTANT PRINCIPALS
IN SENIOR HIGH SCHOOLS

Directions: Listed below are twenty-six statements. Each statement is intended to describe an administrative task that is performed by an assistant principal. You are requested to indicate whether you do or do not perform these tasks as assistant principal within your school by placing a check mark () in the column under the words 'yes' or 'no' following each task statement.

TASKS PERFORMED	Yes	No
1. Do you serve as principal when the principal is not available?		
2. Do you plan the yearly school calendar of events?		
3. Do you construct the master class schedule?		
4. Do you adjust the master class schedule when conflicts arise?		
5. Do you assist teachers in improving the instructional program through the development of short and long-term objectives and procedures?		
6. Do you assist teachers in developing new instructional methods?		
7. Do you assist teachers in evaluating instructional experiments?		
8. Do you visit classes within the school and hold follow-up conferences with teachers?		

TASKS PERFORMED	Yes	No
9. Do you conduct curriculum studies within the school to ascertain current weaknesses?		
10. Do you assist the principal in evaluating teachers?		
11. Do you confer with parents of students who are frequently absent?		
12. Do you assume responsibility for discipline within the school?		
13. Do you confer with parents of students who are involved in disciplinary cases?		
14. Do you supervise student traffic in the cafeteria and hallways?		
15. Do you issue permits for students to leave school grounds during school hours?		
16. Do you supervise the use of students' automobiles during school hours?		
17. Do you supervise the students' activity program?		
18. Do you assist in establishing policies concerning the students' activity program?		
19. Do you supervise students' social affairs within the school?		
20. Do you assist teachers in developing home-room activities?		
21. Do you serve as representative of school at civic meetings upon request?		
22. Do you supervise commencement activities?		

TASKS PERFORMED	Yes	No
23. Do you conduct tours of school building(s) and campus for visitors?		
24. Do you issue permits to visitors who come to visit the school?		
25. Do you assist in evaluating the total program of the school?		
26. Do you prepare summary of drop-outs and reasons for leaving?		

Name _____

Position _____

Address _____

APPENDIX J

COVER LETTER TO ASSISTANT PRINCIPALS

Dear _____:

You have been chosen along with other selected assistant principals in secondary schools to participate in a research study. Under the direction of Dr. H.R. Hengst of the University of Oklahoma, I am conducting as my dissertation study an investigation of the tasks performed by assistant principals in senior high schools in Mississippi.

It is felt that a study of this nature will contribute to the understanding of the assistant principal's role as an administrator within a senior high school. Your participation in the study will involve checking a list of items on the enclosed check-list pertaining to tasks performed by you within the school. The instrument has been designed so that it will consume a minimum amount of your valuable time. For your convenience and to facilitate a prompt response, a self-addressed stamped envelope is enclosed.

You may be assured that all information will be kept confidential in keeping with proper research procedures.

Thank you for your consideration and cooperation in this matter.

Yours truly,

Barnes M. West
Graduate Student

APPENDIX K

FOLLOW-UP LETTER TO ASSISTANT PRINCIPALS

Dear _____:

A short time ago I forwarded to you a questionnaire concerned with tasks that are related to the assistant principalship. As indicated in my cover letter this study is connected with my dissertation at the University of Oklahoma. We hoped that you would assist in this study, since much of the progress that has been made toward establishing concepts descriptive of the assistant principalship can be attributed to professional educators such as yourself.

Since the questionnaire was mailed to just a select group it is important that I have your reaction. Please check the enclosed card and return it so I may determine the status of your participation.

Thank you for your cooperation in this matter.

Yours truly,

Barnes M. West
Graduate Student

APPENDIX L

FOLLOW-UP POSTAL CARD

Please check one:

_____ I did not receive the questionnaire

_____ I do not care to participate

_____ I have lost the questionnaire

_____ I am returning it immediately

_____ I have already returned the questionnaire

Signed _____

APPENDIX M

SECOND FOLLOW-UP LETTER TO ASSISTANT PRINCIPALS

Dear Colleague,

A few weeks ago you were sent a questionnaire concerning tasks performed by assistant principals in high schools. The cover letter stated that this was a research study that is being conducted in connection with my doctoral program here at the University of Oklahoma. We hoped that you would assist in this study, since much of the progress that has been made in this area can be attributed to professional educators such as yourself.

The response has been good. However, since the number of assistant principals being used in the study is relatively small, your cooperation is very important. Perhaps you have mislaid the first questionnaire, so I am enclosing a duplicate copy.

I know you are a very busy person, but the few minutes required to fill out the questionnaire will give you an opportunity to make a professional contribution towards establishing concepts descriptive of the assistant principalship.

Your assistance is gratefully appreciated.

Yours truly,

Barnes M. West
Graduate Student

APPENDIX N

REFERENCE PAGE(S) FOR EACH ITEM LISTED IN INVENTORY¹

1. Everyone within the local school system has specific duties to perform. p. 28
2. Applicants must meet technical qualifications before they can be hired within the local school system. p. 29
3. The local school system is organized in terms of departments. pp. 28, 30
4. Duties performed by professional personnel are within their area(s) of specialization. p. 29
5. Very little duplication of activities exist within the school system. pp. 28, 29
6. Everyone has a superior to whom he is directly responsible. pp. 31, 32
7. A person must go through established channels to get things done. pp. 33, 35
8. Most matters have to be referred to someone higher up in the school system for a final decision. pp. 33, 34, 35
9. When a person finishes a report it always goes to the same next higher person. pp. 33, 35, 36
10. An identifiable characteristic of the local school system is its graded organizational plan. pp. 31, 33
11. Written rules for the school system are followed unquestioningly. p. 36

¹Robert Presthus, The Organizational Society (New York: Vintage Books, 1965), pp. 27-54.

12. Professional personnel have an equal opportunity to attend professional meetings at the regional and national levels. p. 37

13. Everyone must yield to the decisions of his superior. pp. 36, 38

14. A graduated pay scale exist within the school system for professional personnel. p. 36

15. Personnel working in various departments spend most of their leisure time with one another. p. 36

16. Personnel are checked consistently for the implementation of regulations. pp. 39, 43

17. Very little action can be taken until a superior gives his approval. pp. 39, 40

18. Employed personnel within the system get their orders from their superiors. pp. 40, 43

19. Communications pertaining to the school system are cleared by the administration before they are released to the public. p. 40

20. The school system has a manual of rules and regulations to be followed. pp. 42, 43

21. A committee screens applications from prospective employees. p. 49

22. Promotions are based upon how well a person has performed within the school system. p. 49

23. A person gets promoted on the basis of how "loyal" he has been to the school system. p. 49

24. A person's personality is the determining factor as to whether he is employed by the school system. p. 50

25. When vacancies occur within the school system, preference is given to available local personnel. p. 49

26. Whatever situation arises, we have established procedures to follow in dealing with it. pp. 52, 54

27. Employees are encouraged not to use their own judgment as to how various problems should be treated. p. 54

28. Employees are expected to follow established operational procedures at all times. p. 52

29. We have instructional guides for subjects taught within the school system. pp. 52, 54

30. We have an organized orientation program for new employees. p. 52

APPENDIX O

AN INVENTORY OF LOCAL SCHOOL SYSTEMS

Directions: Listed below are thirty statements pertaining to the organization of public school systems. Please read each statement carefully and indicate your most accurate response of how well the statement describes your own local school system by placing an (X) in the appropriate column at the right of each page. The abbreviations in the right hand columns represent the following responses.

DA - Definitely Agree
 A - Agree
 U - Uncertain
 D - Disagree
 DD - Definitely Disagree

EXAMPLE:

People aren't promoted simply because they have been in the school system longer than anyone else.

DA	A	U	D	DD

1. Everyone within the local school system has specific duties to perform.
2. Applicants must meet technical qualifications before they can be hired within the local school system.
3. The local school system is organized in terms of departments.
4. Duties performed by professional personnel are within their area(s) of specialization.

DA	A	U	D	DD

	DA	A	U	D	DD
5. Very little duplication of activities exist within school system.					
6. Everyone has a superior to whom he is directly responsible.					
7. A person must go through established channels to get things done.					
8. Most matters have to be referred to someone higher up in the school system for a final decision.					
9. When a person finishes a report it always goes to the same next higher person.					
10. An identifiable characteristic of the local school system is its graded organizational plan.					
11. Written rules for the school system are followed unquestioningly.					
12. Professional personnel have an equal opportunity to attend professional meetings at the regional and national levels.					
13. Everyone must yield to the decision(s) of his superior.					
14. A graduated pay scale exist within the school system for professional personnel.					
15. Personnel working in various departments spend most of their leisure time with one another.					
16. Personnel are checked consistently for the implementation of regulations.					

	DA	A	U	D	DD
17. Very little action can be taken until a superior gives his approval.					
18. Employed personnel within the system get their orders from their superiors.					
19. Communications pertaining to the school system are cleared by the administration before they are released to the public.					
20. The school system has a manual of rules and regulations to be followed.					
21. A committee screens applications from prospective employees.					
22. Promotions are based upon how well a person has performed within the school system.					
23. A person gets promoted on the basis of how 'loyal' he has been to the system.					
24. A person's personality is the determining factor as to whether he is employed by the school system.					
25. When vacancies occur within the school system, preference is given to available local personnel.					
26. Whatever situation arises, we have established procedures to follow in dealing with it.					
27. Employees are encouraged not to use their own judgment as to how various problems should be treated.					

28. Employees are expected to follow established operational procedures at all times.
29. We have instructional guides for subjects taught within the school system.
30. We have an organized orientation program for new employees.

DA	A	U	D	DD

APPENDIX P

COVER LETTER

Niemann C-24
Oklahoma University
Norman, Oklahoma
April 21, 1967

Dear Colleague,

Your school system has been chosen along with other selected local public school systems to participate in a research study. Under the direction of Dr. H.R. Hengst of the University of Oklahoma, I am conducting as one phase of my doctoral dissertation an investigation pertaining to organizational characteristics of public school systems.

It is felt that such a study will contribute to the understanding of organizational characteristics of public school systems at the local, state, and national levels. Your participation in the study will involve checking a list of items on the enclosed checklist pertaining to organizational characteristics of public school systems. The instrument has been designed so that it will consume a minimum amount of your valuable time. For your convenience, a self-addressed stamped envelope is enclosed.

Although I know you are a busy person at this time of the school year, I ask for your prompt assistance. The limited number of participants makes it imperative that I secure a one hundred per cent return; therefore, your cooperation is essential. Your professional response will make a distinct contribution to this study.

You can be assured that all information will be kept confidential in keeping with proper research procedures.

Your prompt assistance will be greatly appreciated.

Sincerely yours,

Barnes M. West
Graduate Student

APPENDIX Q

FOLLOW-UP LETTER TO ADMINISTRATORS AND TEACHERS

Dear _____,

A short time ago I forwarded to you an inventory pertaining to the organizational characteristics of public school systems. As indicated in my cover letter, this study is connected with my dissertation at the University of Oklahoma. We hoped that you would assist in this study, since much of the progress that has been made towards establishing organizational concepts descriptive of public school systems can be attributed to professional educators such as yourself.

Since the inventory was mailed to just a select group, it is important that I have your reaction. Please check the enclosed card and return it so I may determine the status of your participation.

Thank you for your cooperation in this matter.

Yours truly,

Barnes M. West
Graduate Student

APPENDIX R

FOLLOW-UP POSTAL CARD

Please check one:

- ☐ I did not receive the inventory
- ☐ I do not care to participate
- ☐ I have lost the inventory
- ☐ I am returning it immediately
- ☐ I have already returned the inventory

Signed _____

APPENDIX S

AVERAGE SCORES OF EDUCATORS PERTAINING TO OPERATIONAL
PRACTICES OF PUBLIC SCHOOL SYSTEMS

School Systems	Scores
1. Aberdeen	78
2. Biloxi	94
3. Brookhaven	63
4. Canton	64
5. Clarksdale	87
6. Cleveland	84
7. Coahoma	88
8. Corinth	87
9. Drew	89
10. Forest	92
11. Greenville	85
12. Gulfport	100
13. Hattiesburg	92
14. Hinds	80
15. Indianola	77
16. Jackson	106
17. Kosciusko	86
18. Laurel	71

School Systems	Scores
19. Leflore	85
20. Long Beach	67
21. McComb	84
22. Meridian	102
23. Moss Point	88
24. Mound Bayou	84
25. Natchez-Adams	77
26. Ocean Springs	61
27. Pascagoula	95
28. Pontotoc	84
29. Starkville	83
30. Tupelo	95
31. Wiggins	61