

DOCUMENT RESUME

ED 136 392

EA 009 309

AUTHOR Croft, John C.; Morton, John R.
TITLE The Assistant Principal: In Quandry or Comfort?
PUB DATE Apr 77
NOTE 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS Administrator Role; *Assistant Principals; Career Opportunities; *Comparative Analysis; Elementary Secondary Education; Job Enrichment; *Job Satisfaction; Job Tenure; *Occupational Information; Occupational Mobility; Role Conflict; *Role Perception; Statistical Analysis; Tables (Data)

ABSTRACT

Data from an urban (Houston, Texas) and a rural (Kansas) sample on the relationship between perceived job satisfaction and career stability of assistant principals are analyzed and compared with the results of earlier findings by Austin and Brown. There is a significant relationship between job satisfaction and career stability, as well as considerably greater satisfaction and perceived career stability than in the Austin and Brown study. Suggestions are made for further study of the role. (Author/MLF)



* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED136392

The Assistant Principal: In Quandry or Comfort?

by

John C. Croft
University of Houston

John R. Morton
Wichita KA Public Schools

The purpose of this paper is to focus the attention of researchers on the need for greater understanding of the role of Assistant Principal. There has been an increasing recognition of the assistant principal as an integral part of the administrative hierarchy in public schools, yet considerable ambiguity in the professional literature (as well as in surveys of the role) about two basic questions. Is the role a stepping stone or a career? In either case, what are the preferences and satisfactions associated with the role?

The Role of Assistant Principal

Most of the literature on the assistant principal concerns various descriptions of the functions and responsibilities of the position. Surveys in 1926 (Van Eman), 1939 (Wright), and 1946 (Boardman) suggested an emphasis on clerical tasks, extra-curricular activities, and pupil-control. In the 1950's (Martin, 1958) duties apparently had expanded to include representing the school at community functions, parent conferences for disciplinary action, scheduling classes, analyzing curricular needs, and professional and in-service training. More recent literature pointed the way for more time on professional activities and less on sub-professional work (Novak, 1963),

Presented at American Educational Research Association Annual Meeting,
April 5-8, 1977, New York

with one survey indicating that pupil personnel was a major concern of approximately 65% of the principals sampled (National Education Association, 1970).

While the position may have been made necessary by increasing size of schools through reorganization and consolidation, it is no longer unusual or confined to extremely large schools. (Knezevich, 1969:280-281)

As the most recent addition to the administrative hierarchy, the role definition of assistant principal has been quite nebulous; from complete responsibility for the operation of the school in absence of the principal through partial responsibility for many things to infrequent responsibility for any one thing.

It is apparently the complexity of school operations today which has led to the delegation of duties to subordinate positions by principals. With more of the principal's time required for meetings, conferences and participation on central office matters, it is perhaps inevitable that the role of assistant principal might include "duties as are assigned by the principal." From this delegation comes vagueness and lack of specificity for the role of assistant principal; and from that, perhaps, a lack of satisfaction with the role by incumbents.

Perceptions and Problems

Perception of the role is an important key in understanding and developing the assistant principalship. Principals have more positive views of the role than do assistant principals -- an ironic fact if the principal assigns the duties. The recent survey by Austin (1970:22) found that principals tend to see their assistants as more dramatically involved with more responsibility for their actions than do the assistant principals themselves. This has

important ramifications in terms of job definition and provision for job enrichment and job satisfaction.

Teachers and students in the schools, according to Austin and Brown, also view the assistant principal as a much more important person than he views himself. In their study, less than twenty-five percent of those assistant principals surveyed saw the assistant principalship as a desirable career assignment. The same survey indicated the following as sources of low levels of job satisfaction: unpleasant, negative stresses; inability to see things through to their logical conclusion; and the assignment of minor tasks that are important to others in the school but provide the assistant principal with little sense of fulfillment. (Austin, 1970:79-83) Their report suggests two alternatives: Either the position of assistant principal needs to be defined as transitional in nature and planned for accordingly, or duties and responsibilities must be altered to increase satisfaction and the possibility of a career goal to be sought on a permanent basis. (Austin, 1970:82) If a career goal is to become an alternative, two additional factors must be considered. First, there is the vital need for compatibility, both personally and philosophically with the school principal. Secondly, it is imperative that arrangements be made for periodic renewal in the assistant principal's professional and personal life. (Greenham, 1972:30)

There is little doubt that many staff members and students recognize the importance of the assistant principal in the overall operation of the school. Typical assessments found by Austin and Brown describe the assistant principal as follows:

They see him as the one who oils the machinery
of the educational enterprise, who serves as

an intermediary between students and teachers, and who is crisis-ready and "maintains his cool" in the face of unexpected demands for decisions and action. A head custodian maintained that the plant could not be kept operative without the help of the assistant principal. The secretaries interviewed were largely concerned about the unduly heavy desk load, and the details of the position. And, characteristically, the assistant principal tends to have much more frequent face-to-face contact with all of the school employees than does the principal. (Austin, 1970:22)

It was also made quite clear that to most people, the assistant principal occupies a position not well described by its label of "assistant" to anyone or anything. One observer summed up the sentiments in this generalization:

In essence, the assistant held things together; he was the man who was the operational leader on an hour-to-hour basis . . . Beneath all the trivia there is an important fact lurking -- the assistant principal is the man who makes the school go. He is the one who plugs the gaps wherever they are and sees that things get done. The Principal is the figurehead who can communicate upward. The Assistant Principal is the link with the outside. He is, incidentally, the link to the principal for most teachers. (Austin, 1970:23)

It is apparent, then, that a disparity exists concerning perception of both the importance and relative satisfaction attributed to assistant principals. Boettcher suggests that the assistant principalship is at a crossroads; in the past it has been a stereotyped, autocratic position with the assistant principal classified as a "master of brawn," not giving any attention in an in-depth manner to student behavior. He suggests that the contemporary assistant principal must give up concern about those selfish prejudices directed toward him and must become a critical thinker, leading and planning for change, armed with flexibility. (Boettcher, 1973:80) And, corroborative findings from the NASSP study conducted by Austin and Brown tend to affirm the call for a change in role classification. Their findings indicate:

1. The assistant principal is essential to the effective functioning of today's larger school.
2. The assistant principal is primarily concerned with people and their relationships within the school.
3. The relationship between principal and the assistant principal is critical to understanding the assistant principalship within a school.
4. Questions arise concerning the common belief that the assistant principalship is a necessary step toward the principalship. Findings reveal clean-cut differences in the two role functions.
5. Satisfactions found in the assistant principalship are few and unimpressive to most assistant principals who hold the office.

6. The assistant principal, generally, is an intermediary or "go-between." (Austin, 1970:76-79)

Points four and five stress the important aspects of role and job satisfaction which underlie virtually every aspect of this complex position in the administrative hierarchy. In response to this duality, a principal's association in one school district adopted the following position:

. . . that the term 'Assistant Principal' does not adequately reflect the role that individuals holding the position attempt to fulfill. We are proposing that it be replaced with the term 'Associate Principal' for the following reason: the word 'Associate' implies co-equal, rather than subordinate. Its wide usage implies that a shift has been taking place from staid line and staff patterns of organization to more lateral communication patterns based on function. (Rankin, 1973:73)

The trend, however, according to Austin and Brown, is not the position stated above. Their survey leads to the argument that if the position of assistant principal is to attract and hold capable individuals with talent and energy, "the nature of the position must be redefined in such a manner that this position in the administrative structure has its own meaning and value and does not exist primarily because someone else has more than he can do and needs assistance." (Austin, 1970:73)

Coupled with the redefinition is the recognition that satisfaction as a consequence of job performance becomes highly important. How assistant principals feel about the duties they perform emerges as a significant factor in an analysis of their position in public schools. Austin and Brown concluded

from their study that there was a rather low level of satisfaction experienced in the position of assistant principal compared with satisfactions found in other assignments, generally because of the perceptions and ambiguities tied to the position. (Austin, 1970:72) Another reason for low satisfaction rests in the fact that assistant principals are rarely able to "see a thing through" to its completion, and thus are deprived of the satisfaction gained from fulfillment of the various tasks to which they may be assigned in the building. (Austin, 1970:79) Greenham underscores still another aspect of the satisfaction to be found in the position when he states, "More important, I believe there must be cooperative and understanding working arrangements between principals and assistants if either are to find satisfaction in their respective roles." (Greenham, 1972:28)

This study will encompass two rather divergent groups of assistant principals -- a highly urbanized group surveyed in the Houston, Texas, metropolitan area, and a more rural, smaller city and town group, surveyed throughout the state of Kansas. Satisfaction with various facets of duties and responsibilities of the position will be examined and implications regarding personal satisfaction with the position and the role of the position in the career expectations of assistant principals will be clarified. And, the total scope of the study will be placed within the theoretical framework which will be outlined in the subsequent section.

Theoretical Framework -- Needs and Satisfaction

The work of Abraham Maslow in the field of needs and their satisfaction is the foundation of any examination of job satisfaction and is important in the framework of this study. Maslow's hierarchy contains five levels:

at the lowest, the physiological needs which must be satisfied prior to any others; safety or security needs form the next level in the hierarchy, followed by social or affiliation needs; esteem or recognition needs comprise the fourth category, while self-actualization needs represent the apex of the hierarchical structure. In his work, Maslow asserted that the lower level needs must be satisfied before attention could be paid to emerging higher levels. In a practical sense, the physiological and safety needs of personnel must be satisfied before their higher level needs can be addressed. (Hersey, 1972:22-23)

Frederick Herzberg continued the thinking of Maslow as he attempted to relate the needs of the individual to the problem of job satisfaction. Herzberg's theory divided needs into two areas: hygiene needs, the drives of the individual, and those factors which are extrinsic to the job, such as company policy, and administrative elements, working conditions, salary, status, and security -- all of the conditions of the job environment; and motivators, those factors contained within the job content which give the individual the capacity to achieve and experience psychological growth as a result of their satisfaction at work. (Herzberg, 1973:372) In developing his theory, Herzberg examined engineers and accountants as he attempted to identify the motivators and hygiene needs that affected individuals. Since his initial study, sixteen other investigations have been undertaken, utilizing a wide variety of populations. The theory which emerged, which has been criticized by some because of the smallness of its original sample and the narrow professional range of individuals studied, asserts that there are those factors which produce job satisfaction (and motivation) and that those factors are separate from those factors leading to job dissatisfaction.

These two sets of factors, therefore, are not opposites. The opposite of job satisfaction becomes no job satisfaction, while the opposite of job dissatisfaction becomes no job dissatisfaction. (Herzberg, 1973:372) The early work of Herzberg, Mausner, and Snyderman in 1959 also advanced this hypothesis that there are some factors which are job satisfiers while other factors contribute to dissatisfaction.

Job content factors were identified as achievement, and responsibility, whereas job dissatisfaction factors were such items as pay, hours, and supervisory practices. Supporting data for the hypothesis was obtained by Gurin, Veroff, and Fredin in a 1960 study of a nationwide probability sample. The theory itself remains controversial; however, it has directed the attention of researchers to the area of job content and a focus on those criteria which influence satisfaction on the job. (Robinson, 1973:83)

Hersey recently made the following statement regarding the individual and his concern with the five step hierarchy advanced by Maslow and further refined by Herzberg:

Our society almost has a built-in guarantee of physiological and safety needs for large segments of the population. Since many physiological and safety needs have been provided for, it is understandable why people today have become more concerned with social, recognition, and self-actualization motives . . . Because of employees' changing need priorities, today's organizations should provide the kind of environment that will

motivate and satisfy more than just physiological and security needs. (Hersey, 1972:40)

Providing the basic requirements will no longer be sufficient to satisfy individuals in organizations. A closer look at the type of job undertaken by individuals will reveal conditions which merit observation and changing if change is warranted. If conditions permit, most employees today would strive to increase their status and function, "which implies considerable self-development differentiating them from others." (Thompson, 1961:30) Such an enlargement of function has been called job enrichment, "the deliberate upgrading of responsibility, scope and challenge in work." (Hersey, 1972:58) Herzberg distinguishes between vertical job enrichment, providing a wider range of tasks and the opportunity for psychological growth in a vertical sense, and job enlargement, giving the individual more of the same type of activity to do; adding another meaningless task to the already existing one.

A second area of concern in the framework of job satisfaction suggests that providing for job satisfaction ought to be a concern of all organizations and that the chance of success is greater when the criteria developed by March and Simon based on their observations are met:

1. The job requires a high level of skill.
2. The job requires the use of a number of different programs rather than one or a few.
3. The work role is compatible with the employee's self-image and his non-work roles.
4. The job is considered to be a career.

5. There is considerable autonomy in decision.
6. Work relations are predictable.
7. The organization has less control over the job (that is to say, the job is less organizationally defined.)

In other words, an occupation provides more satisfaction to the individual when it provides him with status and function and with some power or control over his destiny. (Thompson, 1961:31)

Likert establishes some further validated criteria regarding job satisfaction. He suggests that as tasks become more varied, requiring greater training and skills, the relationship of the individual and his job appears to change progressively from the negative viewpoint to the positive viewpoint. Such a shift was verified by studies conducted by Hoppock, 1935, Katz and Kahn, 1952, and Super, 1939. In a reverse vein, when jobs are excessively routine, the monotony and loss of satisfaction by the individual with his work seem to adversely affect his productivity. (Likert, 1961:16)

Finally, Robinson suggests that the relationship between job content and satisfaction exists at a high level in managerial jobs. Self-actualization cuts across hierarchical division and social class. "Furthermore, the capacity for self-actualization is a function of both the job and the worker." And, in the present economy, where most of the physiological and safety needs are met, higher level needs become much more important to job satisfaction, and worthy of observation. (Robinson, 1973:87) Robinson's concluding remarks

are important in setting the framework for the observation of job satisfaction.

In our society, nearly every job carries with it a certain set of behavioral and personality requirements which are not always in obvious association with the performance of the job itself. Individuals bring to the job basic orientations and strategies and behavioral styles which are ways of organizing action into typical or preferred ways of responding to or applying power, ways of obtaining satisfaction or avoiding danger, and ways of using mental, physical, and energy sources over a period of time. When the job's requirements and the individual's style are in phase, it is likely that, other things being equal, he stands a better chance of doing well or succeeding at the job than the person whose behavioral style is antagonistic to the job requirements. (Robinson, 1973:94)

Implications from the Literature

It is apparent, then, from the literature surrounding the position of the assistant principal, that a great deal remains of a speculative nature concerning job satisfaction, career opportunity, and well-defined roles. These aspects of the assistant principalship will be examined within the context of the theoretical framework outlined in this section in an effort

to gauge the relative position of the assistant principalship as it is perceived by practitioners in the field.

The very nature of the content of the literature concerning the assistant principalship calls for more research into many areas surrounding this complex position in public schools. Through this investigation, implications concerning the concept of job enrichment of the position of assistant principal will be concluded through analysis of those duties and responsibilities identified by assistant principals as important in terms of either satisfaction or dissatisfaction. Coupled with the theoretical framework which undergrids this study, the research will further illuminate areas of concern and provide pertinent insights concerning the assistant principal as he attempts to achieve role fulfillment and satisfaction.

Survey Information Summary Obtained From Assistant Principals

The instruments utilized in this survey of assistant principals attempted to ascertain which duties and responsibilities elicited a sense of satisfaction among individuals holding the position, which items tended to create a sense of dissatisfaction, and whether assistant principals perceived their position as a career stable or career mobile position. The Inventory of Assistant Principal's Activities listed duties and responsibilities commonly performed by assistant principals. Respondents were asked to indicate the degree of satisfaction or dissatisfaction felt in the performance of the item by marking on a continuum between dissatisfaction and satisfaction. The Job Description Index further attempted to provide a dimension of job satisfaction by assessing feelings of assistant principals toward important aspects of work, supervision, people, pay, and promotions. Finally, the Personal Profile Questionnaire,

a biographical type instrument, established the career-orientation of assistant principals in terms of their stability or mobility, in a present/future frame-of-reference. The instrument determined other characteristics, such as age, years in the position, size of school, academic preparation, which were helpful in creating a profile of assistant principals.

In the summary which follows, the first two sections are devoted to analysis of the Personal Profile Questionnaire instruments completed by the Houston, Texas, area assistant principals, and the Kansas assistant principals. From this analysis, certain important elements concerning the position of assistant principal can be determined, with implications for the present and future course of the position as part of the administrative hierarchy of public schools.

Subsequent sections will deal more fully with analysis of the Kansas data, particularly in terms of the empirical contributions of this study to the literature on the assistant principalship.

Analysis of the Data

Personal Profile of Houston Area Assistant Principals

The Personal Profile Questionnaire was administered to a group of assistant principals in the greater Houston area. Of the approximately 160 questionnaires that were distributed, 102 replies were received. Of the assistant principals responding, there were some who failed to answer all items on the survey, making the total number of responses vary from a low of 94 to a high of 97, not including question twelve which could be answered with more than one response by each assistant principal. The results of each question have been placed in the tables which follow, along with commentary relevant to the significant aspects

of each question.

Table 1
TYPE OF SCHOOL

Category	Number of Responses	Percentage of Total Response
Comprehensive	61	64.9%
Vocational	1	1.1%
Academic or College Prep.	24	25.5%
School for the Handicapped	2	2.1%
Other	6	6.4%
TOTAL	94	100.0%

Question one revealed that the majority of assistant principals surveyed, as shown in Table 1 are involved in comprehensive or academically-oriented high schools, junior high schools, or elementary schools.

Table 2 below illustrates that the majority of assistant principals may be found in urban or suburban school districts, due to the fact that it is only here for the most part that larger school populations mandate the need for additional administrative personnel in order to operate.

Table 2
LOCALE OF SCHOOL

Category	Number of Responses	Percentage of Total Response
Rural	0	.0%
Urban	61	64.2%
Suburban	34	35.8%
Other	0	.0%
TOTAL	95	100.0%

Grade division corresponded to basically traditional lines, with the majority of those assistant principals responding serving either in a seven to nine grade junior high school or a ten to twelve grade senior high school, although some junior-senior high school combinations were found in the Houston area school districts. Table 3 shows this expected variety.

Table 3
GRADES SERVED BY THE SCHOOL

Category	Number of Responses	Percentage of Total Response
K to 6	12	12.5%
7 to 9	42	43.8%
10 to 12	37	38.5%
7 to 12	5	5.2%
TOTAL	96	100.0%

There was an interesting diversity to be found in the age distribution among assistant principals surveyed, as depicted in Table 4. The largest number of assistant principals were found in the forty-nine and younger category, with some assistant principals being quite young, in the twenty-four to twenty-nine year category. Fewer assistants were to be found in the age categories of fifty and older, indicating that not many assistant principals in this study remain in the position for a large number of years, and also indicating that there is opportunity for young administrators to obtain an assistant principal position.

Table 4
YOUR AGE

Category	Number of Responses	Percentage of Total Response
21 to 23	0	.0%
24 to 29	5	5.2%
30 to 34	18	18.8%
35 to 39	17	17.7%
40 to 44	16	16.6%
45 to 49	21	21.9%
50 to 54	11	11.4%
55 to 59	4	4.2%
60 or older	4	4.2%
TOTAL	96	100.0%

An illuminating fact emerges from a survey of years an assistant principal has spent in his position. Table 5 indicates the greatest number of assistant principals have been in their positions for less than six years, while virtually none have remained in their position for thirteen years or longer. It is possible to draw the conclusion from this question that the position of assistant principal is still regarded as a transitory step to greater promotions in the administrative hierarchy within a school district. At any rate, it seems to indicate that few assistant principals remain with their position for a great many years.

Table 5
YEARS IN YOUR POSITION

Category	Number of Responses	Percentage of Total Response
1 to 3	43	44.8%
4 to 6	28	29.1%
7 to 9	10	10.4%
10 to 12	9	9.4%
13 to 15	4	4.2%
16 to 18	0	.0%
19 to 21	0	.0%
21 or more	2	2.1%
TOTAL	96	100.0%

It is apparent from the responses to a question about school enrollment, as depicted in Table 6, that assistant principals may be found in virtually every size school district, from those with fewer than 500 students to those with greater than 2500 students.

Table 6
SCHOOL ENROLLMENT

Category	Number of Responses	Percentage of Total Response
Under 500	2	2.1%
500 to 750	5	5.3%
750 to 1000	5	5.3%
1001 to 1500	25	26.3%
1501 to 2000	34	35.8%
2001 to 2500	23	24.2%
More than 2501	1	1.0%
TOTAL	95	100.0%

Table 7 on the following page indicates the fluctuation of the salaries received by assistant principals, although the largest number of assistant principals surveyed received from \$14,000 to \$18,000. Few, however, receive above \$20,000.

Table 7
SALARY LEVEL

Category	Number of Responses	Percentage of Total Response
Under \$8,000	0	.0%
\$8,000 to \$10,000	1	1.1%
\$10,000 to \$12,000	5	5.4%
\$12,000 to \$14,000	15	16.1%
\$14,000 to \$16,000	41	44.1%
\$16,000 to \$18,000	23	24.7%
\$18,000 to \$20,000	7	7.5%
Above \$20,000	1	1.1%
TOTAL	93	100.0%

Many assistant principals possess sound academic preparation as evidenced by the high number of masters degrees and additional training, as illustrated in Table 8. Only one assistant principal possessed a doctoral degree, however, which is considerably less than those reporting doctorates in the Kansas study. In general, however, assistant principals in the survey demonstrate a rather high degree of academic training for their position, although such preparation may tend to overprepare them for their duties as assistant principals.

Table 8
AMOUNT OF FORMAL TRAINING

Category	Number of Responses	Percentage of Total Response
B.A.	6	6.3%
M.A. or M. Ed.	21	22.1%
M.A. plus 15 hours	14	14.7%
M.A. plus 30 hours	28	29.5%
M.A. plus 45 hours	5	5.3%
M.A. plus more than 45 hours	20	21.0%
Ph.D. or Ed.D	1	1.1%
TOTAL	95	100.0%

The title of assistant principal seems to dominate the professional scene in public schools today, with few exceptions. Table 8 indicates that the greatest number of assistant principals reported this to be their title. Such a shift in title from vice-principal to the term "assistant principal" may also serve to illustrate a more professional attitude toward the position by professional educators.

Table 9
YOUR OFFICIAL TITLE

Category	Number of Responses	Percentage of Total Response
Assistant Principal	89	91.7%
Vice Principal	2	2.1%
Other	6	6.2%
TOTAL	97	100.0%

Responses to the question regarding number of assistant principals in a building roughly correspond to the grade division responses, although the majority of the buildings served by assistant principals who were surveyed

Table 10
NUMBER OF ASSISTANT PRINCIPALS IN YOUR BUILDING

Category	Number of Responses	Percentage of Total Response
One, part time	7	7.4%
One, full time	13	13.8%
Two	40	42.6%
Three or more	34	36.2%
TOTAL	94	100.0%

possess two or more assistant principals on their staffs. Table 10 illustrates this point.

It must be assumed that opportunities for women in the field of educational administration are widespread in the Houston area, due to the fact that 36.5 percent of those assistant principals responding were women, a much higher figure than that reported in the entire state of Kansas. Table 11 depicts this phenomenon.

Table 11
SEX OF ASSISTANT PRINCIPAL

Category	Number of Responses	Percentage of Total Response
Female	35	36.5%
Male	61	63.5%
TOTAL	96	100.0%

Regarding assignment of duties reported in Table 12, the greatest number of assistant principals indicated that their duties were a function of the principal operating alone, or were developed through a conference with assistant principal and principal. Such findings are consistent with those reported by Austin and Brown in their 1970 study of the assistant principalship. (Austin, 1970:22)

Table 12
ASSIGNMENT OF DUTIES TO ASSISTANT PRINCIPALS

Category	Number of Responses*	Percentage of Total Response
Principal alone	53	35.1%
Superintendent alone	2	1.3%
Principal in conference with assistant principal	46	30.5%
Principal in conference with superintendent and assistant principal	15	9.9%
School board alone	3	2.0%
Principal in conference with superintendent, school board and assistant principal	11	7.3%
Principal and superintendent	14	9.3%
Principal and school board	4	2.6%
Superintendent and school board	3	2.0%
Other	0	.0%

* More than one response was permitted to this question, thus accounting for the 151 responses.

Table 13 reports that a large number of assistant principals have received in-service training within the past year or two years, indicating that school districts are in the process of providing professional growth for their assistant principals. However, 11.3 percent have still failed to provide such training.

Table 13

MOST RECENT IN-SERVICE TRAINING PROVIDED BY DISTRICT

Category	Number of Responses	Percentage of Total Response
Within the past year	75	77.3%
Within the past 2 years	8	8.2%
Within the past 3 years	2	2.1%
Within the past 4 years	1	1.1%
Our district has not provided such training	11	11.3%
TOTAL	97	100.0%

In a rather significant vein, Table 14 depicting present level of administrative aspiration would seem to refute the figures reported by Austin and Brown in 1970, with over 41.7 percent viewing themselves as satisfied with their position, as compared with fewer than 25 percent in the 1970 study.

Table 14

YOUR PRESENT LEVEL OF ADMINISTRATIVE ASPIRATION

Category	Number of Responses	Percentage of Total Response
I am satisfied with my present administrative position	40	41.7%
I am not satisfied with my present position and plan to seek another position	56	58.3%
TOTAL	96	100.0%

However, in the question concerning future level of administrative aspiration, the responses indicate that the majority of assistant principals surveyed do not plan to retain their position but plan instead to strive for a higher position in their school districts, as Table 15 illustrates.

Table 15
YOUR FUTURE LEVEL OF ADMINISTRATIVE ASPIRATION

Category	Number of Responses	Percentage of Total Response
I plan to remain in the position of assistant principal	14	14.7%
I plan to strive for a higher position in my school district	81	85.3%
TOTAL	95	100.0%

Personal Profile Analysis of Kansas Assistant Principals

Each of the 140 respondents to the survey completed a series of questions relating to their personal and professional attributes. The Personal Profile Questionnaire accompanied the other survey instruments in an effort to ascertain a personal and professional composite of assistant principals currently employed in the state of Kansas. The findings are reported in the subsequent tables along with commentary which indicates the significance of each question and its alternatives.

Table 16
TYPE OF SCHOOL

Category	Number of Responses	Percentage of Total Response
Comprehensive	118	84.9%
Vocational	0	.0%
Academic or College Prep.	20	14.4%
School for the Handicapped	1	.7%
Other	0	.0%
TOTAL	139*	100.0%

* 140 responses were possible to each item. Since respondents did not always answer every item, totals vary from 135 to 140 in the following tables.

Question number one concerned the type of school in which the assistant principal worked. From the responses, it is evident in Table 16 that the majority of assistant principals view their schools as comprehensive in nature, dealing with a number of programs designed to prepare students for a multitude of post secondary school alternatives.

The majority of assistant principals classified their locale as urban, obviously due to the fact that larger school districts are the primary employers of assistant principals in more populous towns and cities. However, approximately 8 percent of the respondents, as shown in Table 17, indicated a rural locale, apparently due to recent consolidation efforts which have created larger schools and the need for additional administrative

staff members.

Table 17
LOCALE OF SCHOOL

Category	Number of Responses	Percentage of Total Response
Rural	11	7.9%
Urban	81	58.7%
Suburban	43	31.2%
Other	3	2.2%
TOTAL	138	100.0%

Responses to question three, grades served by the school, indicate that the majority of assistant principals work in traditional seven through nine junior high schools or in ten through twelve senior high schools, although there is some divergence in grade organization reported by assistant principals. Table 18 below depicts this distribution.

Table 18
GRADES SERVED BY THE SCHOOL

Category	Number of Responses	Percentage of Total Response
K-6	7	5.0%
5-8	1	.7%
7-9	60	42.9%
7-12	4	2.9%
9-12	3	2.1%
10-12	64	45.7%
K-12	1	.7%
TOTAL	140	100.0%

In their responses to the question relating to age, assistant principals provided significant information which is found in Table 19. Of the 139 assistant principals who responded to the questionnaire, 73.4% are 44 years old or younger, implying, perhaps, that the position of assistant principal still does not possess the holding power of a fully recognized professional position in public school systems. Only 26.6% of assistant principals were 45 or older, underscoring the fact that many assistant principals either move on to other positions or vacate the position of assistant principal within their school districts.

Table 19
YOUR AGE

Category	Number of Responses	Percentage of Total Response
21 to 23	0	.0%
24 to 29	7	5.0%
30 to 34	31	22.4%
35 to 39	37	26.6%
40 to 44	27	19.4%
45 to 49	18	12.9%
50 to 54	14	10.1%
55 to 59	2	1.4%
60 or older	3	2.2%
TOTAL	139	100.0%

A similar pattern emerges in the question relating to years in the position of assistant principal. As shown in Table 20 below, nearly 78 percent of the assistant principals surveyed have served in the position of assistant principal for a period of six years or less; 94.4 percent have been in the position for nine years or less; and merely 5.6 percent have been in the position for ten years or longer. Once again, the responses are indicative of prevalent attitudes toward the position of assistant principal, suggesting that few administrators remain in the position for a significantly long period of time. The high number of individuals serving in the position

less than three years may serve to indicate the high turnover rate among assistant principals and their continual replacement by inexperienced administrators.

Table 20
YEARS IN YOUR POSITION

Category	Number of Responses	Percentage of Total Response
1 to 3	71	50.7%
4 to 6	38	27.2%
7 to 9	23	16.5%
10 to 12	2	1.4%
13 to 15	1	.7%
16 to 18	2	1.4%
19 to 21	2	1.4%
21 or more	1	.7%
TOTAL	140	100.0%

Responses to the question concerning school enrollment, found in Table 21, indicate a somewhat normal distribution. The exception is the category labeled "Under 500" students which was given as a response by eleven assistant principals.

Table 21
SCHOOL ENROLLMENT

Category	Number of Responses	Percentage of Total Response
Under 500	11	7.9%
500 to 750	32	22.9%
751 to 1000	33	23.7%
1001 to 1500	27	19.4%
1501 to 2000	19	13.7%
2001 to 2500	15	10.8%
More than 2501	2	1.6%
TOTAL	140	100.0%

Although salary levels range from \$10,000 to above \$20,000, Table 22 indicates that there appears to be a general salary level above \$14,000, with one-third of the assistant principals reporting a salary above \$18,000.

Table 22
SALARY LEVEL

Category	Number of Responses	Percentage of Total Response
Under \$8,000	0	.0%
\$8,000 to \$10,000	0	.0%
\$10,000 to \$12,000	2	1.4%
\$12,000 to \$14,000	11	7.9%
\$14,000 to \$16,000	38	27.3%
\$16,000 to \$18,000	42	30.3%
\$18,000 to \$20,000	25	18.0%
Above \$20,000	21	15.1%
TOTAL	139	100.0%

The amount of training received by assistant principals is, on the whole, masters degree level or higher. There are, however, a notable number of assistant principals possessing doctoral degrees, yet still occupying the position of assistant principal in their districts, pointing either to the fact that there are fewer administrative positions becoming available in school districts due to declining enrollments, or to the fact that individuals are beginning to remain in the position even after obtaining advanced training in their field. Table 23 outlines the level of professional preparation.

Table 23
AMOUNT OF FORMAL TRAINING

Category	Number of Responses	Percentage of Total Response
B.A.	1	.7%
M.A. or M. Ed.	22	15.8%
M.A. plus 15 hours	32	23.0%
M.A. plus 30 hours	37	26.6%
M.A. plus 45 hours	13	9.4%
M.A. plus more than 45 hours	24	17.3%
Ph.D. or Ed. D.	10	7.2%
TOTAL	137	100.0%

Table 24 indicates that by far the most common title held by individual respondents is that of assistant principal, although the other responses suggest that there perhaps is a growing use of the title associate principal as a professional title.

Table 24
YOUR OFFICIAL TITLE

Category	Number of Responses	Percentage of Total Response
Assistant Principal	120	85.7%
Vice-Principal	8	5.7%
Other	12	8.6%
TOTAL	140	100.0%

The number of assistant principals in a building correlates rather closely with the division of school enrollment reported earlier, with the most common assignment being one full time assistant principal in a school, as seen in Table 25.

Table 25
NUMBER OF ASSISTANT PRINCIPALS IN YOUR BUILDING

Category	Number of Responses	Percentage of Total Response
One, part time	18	12.9%
One, full time	50	35.7%
Two	35	25.0%
Three or more	37	26.4%
TOTAL	140	100.0%

The responses relating to the sex of assistant principals, found in Table 26, reveal a very small number of women in the domain of the assistant principal, especially relevant when compared to the large number of women assistant principals surveyed in the Houston sample.

Table 26
SEX OF ASSISTANT PRINCIPAL

Category	Number of Responses	Percentage of Total Response
Female	12	8.6%
Male	128	91.4%
TOTAL	140	100.0%

Each respondent was allowed the opportunity to select several alternatives concerning the individual or individuals charged with the assignments of duties of the assistant principals. By far the focal individual in the assignment of duties is the principal, either the principal alone, or the principal in conference with the assistant principal, constituting 65.7 percent of the total responses. Table 27 illustrates a trend consistent with the findings reported by Austin and Brown in their 1970 study of the assistant principalship, in which they also found that what duties an assistant principal performed on the job emerged as a function of what was delegated to him by the principal of his building. (Austin, 1970:22).

Table 27

ASSIGNMENT OF DUTIES TO ASSISTANT PRINCIPALS

Category	Number of Responses*	Percentage of Total Response
Principal alone	46	24.0%
Superintendent alone	1	.5%
Principal in conference with assistant principal	80	41.7%
Principal in conference with superintendent and assistant principal	16	8.3%
School Board alone	2	1.0%
Principal in conference with superintendent, school board and assistant principal	24	12.5%
Principal and superintendent	16	8.3%
Principal and school board	1	.5%
Superintendent and school board	3	1.6%
Other	3	1.6%

* More than 1 response permitted to this question -- thus 192 total responses.

Note in Table 28 that nearly 90 percent of those assistant principals surveyed have participated in some in-service activity relating to their professional position within the past four years, and, indeed, some 73 percent of the assistant principals had received in-service training within the past year.

Table 28
MOST RECENT IN-SERVICE TRAINING

Category	Number of Responses	Percentage of Total Response
Within the past year	98	72.6%
Within the past two years	19	14.1%
Within the past three years	1	.7%
Within the past four years	2	1.5%
Our district has not provided such training	15	11.1%
TOTAL	135	100.0%

One of the most revealing questions of the personal profile survey concerned present level of administrative aspiration among assistant principals. Table 29 demonstrates that in their responses, 60.6 percent of the assistant principals indicated that they are satisfied with their present administrative positions, contrasting rather sharply with the Austin and Brown study which indicated that fewer than 25 percent of assistant principals were satisfied with their present positions. (Austin, 1970:79-83).

Table 29
YOUR PRESENT LEVEL OF ADMINISTRATIVE ASPIRATION

Category	Number of Responses	Percentage of Total Response
I am satisfied with my present administrative position	83	60.6%
I am not satisfied with my present position and plan to seek another position	54	39.4%
TOTAL	137	100.0%

Where future levels of administrative aspiration were concerned, Table 30 indicates that only 25 percent of the assistant principals surveyed indicated a desire to remain in the position of assistant principal, while the remaining 75 percent indicated a desire to strive for higher position within the school district. This response is more consistent with the Austin and Brown study; however, the 25 percent figure may represent the fact that more assistant principals are electing to remain in the position than was previously reported in other studies.

Table 30

YOUR FUTURE LEVEL OF ADMINISTRATIVE ASPIRATION

Category	Number of Responses	Percentage of Total Response
I plan to remain in the position of assistant principal	34	25.0%
I plan to strive for a higher position in the administrative hierarchy	102	75.0%
TOTAL	136	100.0%

Implications of the Profile Analyses

Perhaps the most significant aspect of the comparison of responses to the Personal Profile Questionnaire concerns attitudes toward present and future career expectations. In the Houston sample, 41.7 percent of the respondents indicated a present satisfaction with their positions, while the Kansas study indicated that over 60 percent of the respondents were satisfied with their present administrative assignment as an assistant principal. The future level of aspiration question revealed even more significant differences. Only 14.7 percent of the Houston assistant principals indicated that they were planning to remain in the position of assistant principal, compared with 25 percent of the Kansas respondents. It is difficult to pinpoint the reasons for such a discrepancy in responses. However, the higher salary and greater youthfulness of the Kansas respondents may be factors in accounting for the difference. On the whole, each group appears to express

considerable satisfaction presently on the job although few wish to remain in the position in the future. Apparently, the quondry continues for assistant principals.

Median Analysis

Utilizing a five point scale of responses, the medians in the Kansas study tended to fall at 2.000, 3.000, or 4.000. A large number of the items within the questionnaire fell within the 3.000 median category, indicating that half of the respondents scored above this point, while the remaining half scored below. Eleven items possessed a median of 4.000 indicating a significantly higher degree of satisfaction than those items with 3.000. Six items fell into the 2.000 median category, indicating a higher degree of dissatisfaction. The table which follows indicates the median distribution.

Table 31
MEDIAN DISTRIBUTION

Median	Item Number	Description
4.0	3	Orientation program for new students
4.0	4	Evaluation of teachers
4.0	6	Varsity athletics
4.0	9	School public relations program
4.0	13	Orientation program for new teachers
4.0	15	Curriculum development
4.0	22	Special arrangements at the start and closing of the school year
4.0	30	Informing the public of the school's achievements

Table 31 (continued)

Median	Item Number	Description
4.0	33	Teacher selection
4.0	34	Pupil attendance
4.0	35	School master schedule
3.0	1	Pupil discipline
3.0	2	School policies
3.0	5	Assemblies
3.0	7	Providing instructional materials
3.0	10	School budget
3.0	11	School calendars
3.0	12	School daily bulletin
3.0	14	School guidance program
3.0	16	Student council, general organization, government
3.0	17	Teacher personnel records
3.0	18	Parent teacher organization
3.0	20	Administrative representative of the school at community functions
3.0	21	Innovations, experiments, and research
3.0	23	Substitute teachers
3.0	24	Student teachers
3.0	25	Teacher "duty" rosters
3.0	26	Textbook selection
3.0	27	Field trips
3.0	28	School club program
3.0	31	Custodial services
3.0	32	Clerical services
3.0	36	School financial accounts
3.0	37	Faculty meetings
3.0	38	Information concerning community resources for instruction
3.0	39	Cafeteria services

Table 31 (continued)

Median	Item Number	Description
3.0	41	"Articulation" with "feeder schools"
3.0	42	Liaison with youth serving agencies of the community
3.0	43	Relationships with educational and employer representatives
3.0	44	Non-instructional equipment and supplies
3.0	45	School dances
3.0	47	Emergency arrangements (fire drill, etc.)
3.0	48	School assistance to students in transition from school to post school life
3.0	49	School related building use
2.0	8	Student photographs
2.0	19	Transportation services
2.0	29	School traffic or "safety" squads
2.0	40	School wide exams, "finals," department exams, "team" tests
2.0	46	School participation in community fund drives
2.0	50	Non-school related building use

Category one, those items with medians of 4.000, suggests that these items provide assistant principals with a relatively high degree of satisfaction, with fifty percent of the respondents marking a score of 4.0 or 5.0 on the scale. These items generally relate to those areas for which the assistant principal was academically prepared, and those areas which call for unique skills and abilities. Responsibility for the school public relations program and informing the public of the school's achievements emerge together in this section. Their high medians seem to indicate that the

assistant principal feels a significant sense of satisfaction in being able to transmit the positive aspects of the school program to his public.

Other significant areas in this category include the development of orientation programs for both students and teachers, requiring organizational skills and the ability to communicate, responsibility for curriculum development and the school master schedule, highly important areas in the success of the school's academic program, and responsibility for teacher selection and evaluation, both areas of professional concern, requiring skill and perception on the part of the assistant principal. Pupil attendance ranks as an important element in this category too, indicating a feeling of satisfaction on the part of the assistant principal in his efforts to encourage regular attendance by students within his school. A final item, responsibility for varsity athletics, alludes to a satisfaction resulting from organization of athletic schedules, making arrangements for officials, and a gamut of other tasks related to athletics in the school, although this may be an area in which lesser academic skills are put to use.

The second category, those items with medians of 3.000, represents a multiplicity of areas; some, like responsibility for innovations, experiments, and research, pupil discipline, and the school guidance program call for the high degree of skill and preparation to be found in category one, others, like school calendars, field trips, custodial services and school dances, require significantly less preparation. The large number of items in this category may serve to illustrate the divergence of views held by assistant principals toward the duties and responsibilities they perform on the job. Half of the

respondents scored at 3.000 or above, which could indicate a relatively high degree of satisfaction, while the remaining half scored at 3.000 or below, indicating lesser satisfaction.

The final category, items with medians of 2.000, deals primarily with those tasks which require a lesser degree of academic preparation and abilities than those items in the first category. Such items as responsibility for student photographs, transportation services, the school traffic squad, participation in community fund drives, non-school related building use arrangements, and responsibility for school wide exams, are all examples of more routine, clerical type tasks -- and, therefore, in the opinion of assistant principals surveyed, tasks which provide a relatively low degree of satisfaction. This category seems to substantiate this claim made by Austin and Brown in the 1970 study. (Austin, 1970:82) Such items might conceivably be termed trivial in the overall scale of school operation. These items relate more directly to the short range aspects of school administration. Such duties and responsibilities do not allow for utilization of professional expertise and ability to any significant degree. Such tasks are the peripheral areas of the total school program, and take the time of the assistant principal from more important areas of concern, such as curriculum development.

The lack of satisfaction within this last category reflects a feeling on the part of the assistant principal that such items do not constitute the crux of involvement within the total school program. In their responses, assistant principals place the priorities upon those items which deal with students, teachers, and the school curriculum in their most important aspects. Many of the remaining items, however, while time-consuming and a part of the

duties of many assistant principals, are tasks which by and large require a relatively low degree of expertise and which do not allow assistant principals involvement in the more significant areas of the school program -- those areas in which decision making at a high level is achieved and those areas which involve long range planning as opposed to "here and now" decisions at a rather low level.

Factors Related to Career Expectations

Responses to the Inventory of Assistant Principal's Activities were subjected to factor analysis of the data from the Houston sample in order to cull items which demonstrated little empirical clustering. The 59 items of Austin and Brown (Austin, 1970) had been intuitively arranged in that study into the following categories.

1. School management--the day-to-day tasks relating to operating the school.
2. Staff personnel--duties relating directly to the staff, their welfare, improvement, and status.
3. Community relations--those activities that involve adults in the community and their various relationships with the school.
4. Student activities--duties relating directly to out-of-class activities of students.
5. Curriculum and instruction--activities relating to the course of study, improvement of instruction, curriculum revision, and those services designed to implement instruction.
6. Pupil personnel items--duties associated with personal problems and concerns of students, guidance, and improvement of school life.

Factor analysis* of this questionnaire was conducted in order to obtain a rendering of those factors identified within the instruments, and appropriate

* We acknowledge the advice and interpretive assistance which Dr. Ronald G. Frankiewicz provided throughout this research and with particular emphasis on the "fit" of the statistical methodology.

refinement of the category scheme of Austin and Brown was made.

Nine items were discarded and the remaining 50 items were used in the Kansas survey along with the Job Description Index.

Inherent in the JDI was the assumption that "one's perception of his job is highly colored by his satisfaction with it." (Robinson, 1973: 105) This instrument has been subjected to content validation by researchers at Cornell University. It exhibits a split half internal consistency estimate of reliability of over .80 for each of the five scales. The instrument itself consists of seventy-two items divided into five scales which assess satisfaction in the areas of work, supervision, people, pay, and promotions.

The assistant principals were requested to respond in a yes or no manner, scored One and Zero respectively, thus deriving an appropriately scaled metric for the regression analyses.

Methodology

With the Kansas sample, factor analysis served as a means of combining items into interally consistent sets. Subsequently, estimates of factor scores were obtained and submitted to multiple regression to ascertain possible relationship between these obtained factors and the variables of present and future job expectations.

A final statistical treatment subjected the 15 factors isolated in the Inventory of Assistant Principal's Activities, the 5 scores of the Job Description Index, and the sex variable to multiple regression analysis in order to obtain the degree of influence, if any, generated by each of these

variables upon the career expectations (mobility or stability) of each assistant principal. Such a statistical treatment enabled the researchers to assess the degree of predictability the major variables exerted upon both present and future career expectations of assistant principals surveyed.

Expectations were derived from the Personal Profile Questionnaire and were somewhat restrictive in their eliciting responses; item 14 asked for present level of administrative aspirations with a satisfied (a) or dissatisfied (b) choice; item 15 ascertained future level of administrative aspiration in terms of planning to remain in the position of assistant principal (response a) or planning to strive for a higher position in the administrative hierarchy of the school district (response b). The resulting dichotomous responses provided two items which would enable an assessment of administrative aspirations regarding present and future career placement.

It was felt that factor analysis would provide us with a mathematical categorization based upon responses to the survey, thus more empirical and less intuitive than the categories of Austin and Brown, and that, although such a rendering of factors is arbitrary, the resulting data combined with the earlier impressions from the Profile and Median Analyses provide further empirical understanding of the role of assistant principal as related to the literature on satisfaction.

Results

Table 32 illustrates the factor variance and percent of total variance accounted for by the factors generated in the analysis.

Table 32
PROPORTION OF VARIANCE BY FACTOR
ROTATED FACTOR MATRIX
PRINCIPAL COMPONENTS
PROCEDURE

Factor Number	Factor Variance	Percent of Total Factor Variance	Percent of Total Variance
1	4.1581	11.7	8.3
2	3.7373	10.5	7.5
3	2.6625	7.5	5.3
4	2.5860	7.3	5.2
5	2.5589	7.2	5.1
6	2.5284	7.1	5.1
7	2.4155	6.8	4.8
8	2.3315	6.6	4.7
9	2.1595	6.1	4.3
10	2.1322	6.0	4.3
11	1.9698	5.5	3.9
12	1.6619	4.7	3.3
13	1.6373	4.6	3.3
14	1.5175	4.3	3.0
15	1.5147	4.3	3.0
ALL	35.5710	100.0	71.1

The resulting factors are listed in Table 33 as variables, along with the others of interest in the regression analyses.

Table 33
KEY TO VARIABLES UTILIZED IN MULTIPLE REGRESSION

Variable Number	Description
1	Factor A: The School Program: Curriculum, Community, Fiscal, Pupil, and Personnel Resources
2	Factor B: Non-instructional Elements of the School Program
3	Factor C: Responsibility for Additional Personnel Arrangements
4	Factor D: School-Community Involvement and Awareness
5	Factor E: Student Behavior and Services within the School Plant
6	Factor F: Teacher Communication and Assessment; Pupil Behavior and School Policies
7	Factor G: Building Utilization for School and Non-school Activities
8	Factor H: Policy-making and Implementation; School-Community Relationships
9	Factor I: No single or double category; range from building use to teacher evaluation
10	Factor J: Group work relationships within the School and Community
11	Factor K: Quasi-clerical Tasks; Student and Parent Communication
12	Factor L: Varsity athletics, photographs, faculty meetings, master schedule, community resources for instruction, school wide exams

Table 33 (continued)

Variable Number	Description
13	Factor M: Professional relationships and the On-going School Program
14	Factor N: Responsibility for Major Support Services
15	Factor O: No significant category
16	Present level of job satisfaction
17	Future level of career expectations
18	Sex of the respondent
19	Work (JDI)
20	Supervision (JDI)
21	People (JDI)
22	Pay (JDI)
23	Promotions (JDI)

The first regression analysis deals with present job satisfactions and expectations. As shown in Table 34 Factor H, Administrative Scheduling and Decisioning Responsibilities, emerged as a predictor of present job satisfaction. Factor H encompassed important areas of administrative involvement, specifically, assuming responsibility for school policies, working with the school public relations program, serving as administrative representative of the school at community functions, and setting the school calendar. Some of these same items possessed the highest medians in the median analysis as well, indicating that these items possess higher

Table 34
SUMMARY OF STEPS--STEPREGI
PRESENT JOB SATISFACTIONS

Step Number	Variable	Significance Level	Number of Variables in the Equation
1	8	.073	2
2	23	.105	3
3	17	.126	4
4	7	.172	5
5	18	.153	6
6	12	.300	7
7	9	.314	8
8	5	.278	9
9	14	.321	10
10	21	.363	11
11	11	.436	12
12	6	.410	13
13	22	.393	14
14	10	.563	15
15	15	.571	16
16	3	.649	17
17	16	.697	18
18	19	.804	19
19	20	.803	20
20	4	.814	21
21	13	.862	22

satisfaction for respondents than other items. They do indeed have a predictive value in assessing satisfaction in a present sense with the position of assistant principal. Factor H Possessed a significance level of .073.*

With regard to predicting future job expectations, as indicated in Table 35, Factor H again emerged as a predictor with a significance level of .041.* However, two additional variables emerged within this model to provide further amplification of predictive qualities regarding future job expectations. From the Job Description Index, variable 21, the "people" scale, concerns itself with satisfaction felt in working with colleagues, both supervisors and subordinates, on the job. How an assistant principal perceives his satisfactions in working with the people on the job becomes an important predictor of future job expectations. This variable possesses a significance level of .049.* A final variable, variable 12, identified from factor analysis as Factor L, Routine Scheduling Responsibilities, exhibits a significance level of .096.* This combination of items serves as a predictor of future job expectations for assistant principals.

In every instance, with the possible exception of Factor L, the predictors call for a higher degree of expertise and ability. If, we can conclude, the assistant principal can feel a sense of autonomy and responsibility for policy-making and implementation, for dealing with the

* Based upon a lower limit of .10 level of significance adopted by the researchers for this survey study.

Table 35
SUMMARY OF STEPS--STEPREGI
FUTURE JOB SATISFACTIONS

Step Number	Variable	Significance Level	Number of Variables in the Equation
1	8	.041	2
2	21	.049	3
3	12	.096	4
4	7	.127	5
5	14	.218	6
6	22	.330	7
7	3	.321	8
8	4	.346	9
9	5	.188	10
10	9	.378	11
11	23	.418	12
12	16	.456	13
13	11	.548	14
14	19	.561	15
15	13	.646	16
16	18	.783	17
17	10	.791	18
18	17	.930	19
19	20	.937	20
20	6	.946	21
21	15	.991	22

public relations program, and if he develops satisfactory working relationships with his colleagues, then it is quite possible, utilizing the multiple regression technique, to be able to predict his present and future job satisfactions concerning his position. Likewise, if he fails to feel satisfactions in these areas, it is highly probable that he will attempt to leave the position of assistant principal and seek a promotion or other employment. However, it must be acknowledged that some assistant principals may find sanctuary in routine decision areas and may remain in the position where few challenges exist.

Factor L, Routine Scheduling Responsibilities, presents a somewhat different scope of activities which have predictive value. The items which combine to form this factor are not all essential to the overall school program in an instructional or educational sense, although several, such as responsibility for faculty meetings, the master schedule, and information concerning community resources for instruction and school wide exams relate to the expertise necessary to develop these areas; others, such as varsity athletics and school photographs, represent different areas of concern which nonetheless have an impact upon the future job satisfactions of the assistant principal. In type, it is consistent with Factor H.

Summary

This research investigated several important areas relating to the position of assistant principal as it exists in our public schools today. It identified those duties and responsibilities which tended to promote

job satisfaction or dissatisfaction and it determined whether those duties and responsibilities had a predictive effect upon present and future career attitudes and expectations of assistant principals surveyed.

The Personal Profile Questionnaire revealed an interesting composite concerning personal and professional characteristics of assistant principals. Assistant principals exhibited a consistently high degree of academic preparation, underscoring better college programs which prepare administrators and higher requirements set for certification by the state. Salary levels were generally adequate according to the responses, and were further substantiated by responses to the Job Description Index category of Pay. The age and position categories demonstrated the relative youth of assistant principals, and short tenure in the position. The small number of older administrators in the position suggests a high degree of mobility and turnover which occurs following an initial period on the job. Sex identification provided an interesting difference between assistant principals surveyed in Houston, Texas, and the Kansas respondents. Only 8.6 percent of the Kansas respondents were women; however, 36.5 percent of the Houston study respondents were women. Such a contrast may be attributed to several factors; greater opportunities for women in an extremely large metropolitan area, greater adherence to the provisions of Title IX and Affirmative Action programs in larger districts, and perhaps a reluctance or inability on the part of smaller school districts in Kansas to attract and employ women in administrative positions, especially at the secondary level in the position of assistant principal.

Finally, the findings regarding present and future career aspirations were very revealing. Over 60 percent of the respondents indicated present satisfaction in the Kansas study; over 41 percent in the Houston study. Future aspirations to keep the position accounted for 25 and 14 percent, respectively in the Kansas and Houston studies. The overall trend seems to be a higher degree of present satisfaction than indicated by the 1970 study by Austin and Brown, while a similarity to the future expectations found by Austin and Brown with both their finding and the Kansas finding indicating 25 percent. There seems to be less of an inclination to remain in the position in the Houston area responses.

The median analysis indicated that the highest degree of satisfaction was to be found in the performance of duties which required a higher degree of expertise and administrative ability than those clerical-related items which did not call for a high degree of skill and ability. Satisfaction, therefore, becomes a function of the degree of skill and ability which is perceived in the performance of a task by an assistant principal. In general, the higher the professional skill and ability perceived, the greater the satisfaction which accompanies the performance of the duty or responsibility. There is a relationship between job satisfaction and career stability in the position of assistant principal.

Theoretical Conclusions

A portion of this study was dedicated to assessing the two categories of job satisfaction theory identified in the review of the literature as they relate to the findings regarding assistant principals. Some similarity can be seen in the satisfier/dissatisfier theory of

Frederick Herzberg, and the criteria-based theory of March and Simon. The median and multiple regression analysis findings seem to substantiate Herzberg since they emerge as two distinct categories and range from higher performance tasks exemplified by Factor H, Administrative Scheduling and Decisioning Responsibilities, down to relatively menial, lower-level tasks typified by Factor L, Routine Scheduling Responsibilities, possibly relating to Maslow's hierarchy as well. Simultaneously they apply to the criteria based theory of March and Simon in terms of the autonomy to be found in decision-making in the specific areas of the job identified as predictors of career expectations as a possible theoretical basis for this research. The high level of skill called for in Factor H, Administrative Scheduling and Decisioning Responsibilities, is consistent with the view espoused by March and Simon. A merging of both theoretical foundations could prove highly beneficial in realizing the possibilities associated with the assistant principalship, and could serve as a dynamic framework within which the destiny of the assistant principalship could be formulated:

Implications Regarding the Role of Assistant Principal

Appreciation for the assistant principal emerges from this study. The relative youth, considerable academic preparation, and desire for challenging fulfillment on the job become apparent. While there are still clerical and managerial tasks which are performed, assistant principals recognize those areas where their expertise can be put to use and which provide a significant degree of job satisfaction for them. They are able,

as a result, to find greater satisfaction in the present performance of their duties than previously was thought to be the case.

Accompanying this greater sense of satisfaction and career expectation is the fact that over 90 percent of assistant principals had received in-service training relevant to their position within the past two years. This very fact indicates that there is a growing awareness on the part of school districts to provide professional opportunities for assistant principals in order to promote growth not only within the context of the job, but within the individual as well. It is also possible that some assistant principals see in-service participation as necessary for advancement and feel compelled to engage in these activities.

Finally, while there are still questions regarding role clarification and the more concrete definition of the job for assistant principals, there remains a sense of optimism regarding the findings of this study; optimism to the degree that assistant principals feel a greater sense of satisfaction with their positions within public schools, and that public schools are growing in their awareness of the necessity of providing for the continued professional growth of assistant principals.

The findings do indicate a subtle shift in focus and provide the impetus for continued study into the role of the assistant principal, how it relates to the overall administrative structure, the type of position it becomes, the degree of professional expertise required, and the possibility of continuing satisfactions which may be built into the daily performance of the job. As a result, there is the promise of a legitimate career definition of the assistant principalship which may find incumbents in a state of professional "comfort" and not a professional "quandry."

BIBLIOGRAPHY

"Assistant Principals Need Role Definition, Keynoter says,"
NASSP Newsletter, Vol. 20 (December, 1972), 1.

Austin, David B., and Harry L. Brown, Jr. Report of the
Assistant Principalship. Washington, D.C.: National Association
of Secondary School Principals,, 1970.

Bevan, John K., and others. "What Does an Assistant Principal
Do? Several Tell How They Spend a Work Week," NASSP Bulletin, Vol. 57
(October, 1973), pp. 81-89.

Boardman, C. W., Gran, J. M. and Holt, A.E. "The Duties and
Responsibilities of Assistant Principal in the Secondary School,"
NASSP Bulletin. (March, 1946), pp. 3-11.

Boettcher, Brian E. "Is Due Process Changing the Role of the
Assistant Principal?" NASSP Bulletin, Vol. 57 (October, 1973), pp. 75-80.

Bruning, James L. and B. L. Kintz. Computational Handbook of
Statistics. Glenview, Illinois: Scott, Foresman and Company, 1968.

Childress, Jack R. "The Challenge of the Assistant Principalship,"
NASSP Bulletin, Vol. 57 (October, 1973), pp. 1-9.

Bibliography (continued)

Glass, Gene V., and Julian S. Stanley. Statistical Methods in Education and Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Greenham, William H. "Who is the Assistant Principal? Explorations into an Elusive Role," American Secondary Education, Vol. 2, No. 4 (September, 1972), pp. 27-32.

Guilford, J. P. Psychometric Methods. New York: McGraw-Hill, Inc., 1954.

Hampton, David R., Charles E. Summer, and Ross A. Webber. Organizational Behavior and the Practice of Management. Glenview, Illinois: Scott, Foresman and Company, 1973.

Hersey, Paul, and Kenneth H. Blanchard. Management of Organizational Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Herzberg, Frederick. "One More Time: How Do You Motivate Employees?" Organizational Behavior and the Practice of Management. Glenview, Illinois: Scott, Foresman and Company, 1973.

Kindsvatter, R. H. and D. J. Tosi. The Assistant Principalship: A Study of Role Stress. Kent, Ohio: Northeastern, Ohio, Educational Research Council, Inc., 1970.

Bibliography (continued)

Knezevich, Stephen J. Administration of Public Education. New York: Harper and Row, 1969.

Likert, Rensis. New Patterns of Management. New York: McGraw-Hill Book Company, Inc., 1961.

Martin, Evelyn B. "A Profile of Woman as Secondary School Vice-Principals." The Bulletin of the National Association of Secondary School Principals. (March, 1958), p. 53.

National Education Association, The Assistant Principalship in Public Elementary Schools--1969: A Research Study. Washington, D.C.: National Association of Elementary School Principals, 1970.

Novak, B. J. "Examining the Role of the Vice-Principal," The American School Board Journal (June, 1963), pp. 19-20.

Rankin, Donald L. "A Unified Approach to Administration," NASSP Bulletin, Vol. 57 (October, 1973), pp. 70-74.

Robinson, John P., Robert Athanasiou, and Kendra B. Head. Measures of Occupational Attitudes and Occupational Characteristics. Ann Arbor, Michigan: Institute for Social Research, 1973.

Bibliography (continued)

Tatsuoka, Maurice M. Multivariate Analysis: Techniques for Educational and Psychological Research. New York: John Wiley and Sons, 1971.

Thompson, Victor A. Modern Organization. New York: Alfred A. Knopf, 1961.

Van Eman, Charles R. "The Functions of the Assistant High School Principal and Other Assistant Executives," Education Research Bulletin, (March, 1926), p. 148.

Wright, William Albert Earl. "Educational and Vocational Histories of Vice or Assistant Principals in Senior High Schools," School and Society (April, 1939), pp. 553-556.