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A Survey of the Principals' Duties in the Public Schools in the State of Washington

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A SURVEY OF THE PRINCIPALS' DUTIES
IN THE PUBLIC SCHOOLS IN THE
STATE OF WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Alex Wasisco Jr.
July, 1969

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Much has been written on the role and duties of the school principal. However, it has long been noted that a discrepancy exists between the roles and duties and the actual practice within the schools. Also, the realistic and desirable duties are often overridden by minor details and duties that arise.

In a study of leadership for the improvement of instruction by the Association for Supervision and Curriculum Development (1:71) it was reported that:

The principal is commonly charged with such responsibilities as leadership in instruction and curriculum development, student personnel administration, staff personnel administration, community leadership, administration of the school plant and facilities and organization of the school for its effective operation.

The unique position in today's schools in an everchanging society places an added burden upon the school principal. The principal is the instructional leader of his building. The total school program depends upon how this individual performs his duties and spends his time. The building principal must provide a direction for guiding his staff in the revolution of teaching methods and curriculum change. To do this he must keep abreast of the problems and changes confronting the

public school systems today. Awareness of change alone is not sufficient, the desire and initiative to change and direct change is of primary importance. To remain constant and overlook change is detrimental to the educational program.

I. THE PROBLEM

Purpose of the Study

The purposes of this study were to (1) determine the duties of the principals in the elementary, junior high and senior high schools in the State of Washington and (2) determine what areas principals would spend more time in if they could free themselves from other duties.

Importance of the Study

It was the hypothesis of this writer that principals are not spending their time during the school day in areas where the school program is benefiting the most from their services. This study was also intended to provide information on the duties of principals and how they are spending their time. It is hoped that in some way this study may help school districts re-evaluate the duties of their school principals and provide the necessary help he needs.

Limitations of the Study

It is acknowledged that a small sampling may not adequately reflect the attitude and opinions of the majority of which it is a part since the sample for this study was limited to 117 principals presently employed in public schools in the State of Washington. To assure a sample that would be representative of the State, the writer included one elementary, one junior high, and one senior high school principal from each of the thirty-nine counties in the State of Washington. This study was limited in the review of literature to writings and research that were conducted and written during the past twenty years. The study was further limited to principals employed during the 1968-1969 school year.

II. DEFINITIONS OF TERMS USED

Principal

A "principal" is the administrative leader of a school building. He is responsible for providing the administrative and supervisory leadership for the building.

Vice Principal

An administrative officer who is an assistant to the principal. In this study "assistant principal" will be used synonymously with "vice principal."

Principal, Teaching

A school principal who has less than 75 percent of his time free from classroom teaching duties (15:412).

Role

"Role" refers to the customary function or behavior of an individual in a particular situation.

Duty

"Duty" refers to one's specific responsibilities commensurate with the role of a principal in his particular position.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of this thesis is organized and divided into four chapters. In Chapter II, a review of current literature and related research is presented. Chapter III presents the procedures used in this study. Chapter IV reviews and discusses the presentation and

analysis of the data gathered in this study. The summary, conclusions and recommendations drawn from this study are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

It is my impression that administrators who are "overworked" are always doing the wrong things (13:46).

There have been study after study conducted on the roles and duties of a principal. There are teaching principals with practically no duties to justify their titles and some non teaching principals who are virtually school superintendents (22:12).

An historical review of literature is not presented in this writer's review of literature. However, the review of literature, as previously noted consists of writings and research that have been written during the past twenty years.

The duties of a school principal are numerous and varied due to the variety of demands placed upon him. This variation seems, in part, to be controlled by such factors as size of school, amount and kind of secretarial help, assistant principals, specialized professional assistance, parental interest, and other considerations (17:47).

Baker (4:47) commented that

. . . most administrators as well as some theorists in the field of education will agree that the major purpose of administration and/or supervision is providing leadership for the improvement of the instructional program.

The demands of society upon the principal have placed him in a position where he cannot provide the total

leadership for the improvement of the instructional program. His role is dwarfed by the list of strictly administrative duties, the activities of the present, the emergencies that arise, and the daily physical needs of the school plant always seem to outmaneuver the instructional program for his attention (33:89).

I. THE DUTIES OF THE SCHOOL PRINCIPAL

The principalship is the oldest of the administrative positions commonly found in the American School system (7:22). The position developed from a teaching position, to headmaster, and finally to the position of instructional leader, the present day principal occupies in todays schools.

Authors and researchers cannot and do not agree upon the duties of a school principal. Studies conducted within the same year will disagree with one another because of the time of the study or the sample used within the study. Most authors are in agreement that supervision is the major duty of a building principal. Principals spend about one-third of their time in supervision, and would like to spend a greater portion of their time at it (38:13).

Three studies conducted by the National Association of Secondary School Principals, Reavis, and Ranniger (27,19,30) provided information related to the broad duties of a school principal. The study of the high school principalship in Pennsylvania listed thirteen duties of the high school principal. These duties are given in their rank of importance as ranked by administrators, teachers, students, and laymen.

1. Leadership in the professional improvement of the staff.
2. Improving the classroom instruction.
3. Building and improving the curriculum.
4. The maintaining of order and discipline.
5. Building and improving the extracurricular program.
6. Self-improvement and growth on the job.
7. Informal relations of principal-students.
8. Public relations and community responsibility.
9. Making the schedule of classes.
10. Guidance and adjustment of pupils.
11. Desk work, supplies, correspondence.
12. Provisions and up-keep of building.
13. Relation to superiors (27:118).

A detailed study made by Reavis (19:8) classified fifty-nine duties of a school principal into six areas as follows:

1. Community responsibilities.
2. Clerical work.
3. Extracurricular activities.
4. General administration.
5. Personnel management.
6. Supervision.

The study conducted by Ranniger, (30:1988) nine years later was in agreement with the two, aforementioned, studies. His study, likewise, refined the principal's broad areas of responsibility into six areas:

1. Administration.
2. Parent and community relations.
3. Supervision.
4. Curriculum development and improvement.
5. Pupil personnel services.
6. Professional responsibility.

In most school districts the duties found in these three studies still prevail. Since Ranniger's study (30), seven years have elapsed and this evolution of time has brought about changes in the principal's duties. In relation to the duties of present principals,

time spent on any particular duty has drastically changed. An administrator's, clerk-disciplinarian duty has swelled into numerous proportions. The particular school unit places many vivid limitations upon the administrator. The small educational units still have principals who are responsible for a teaching load as well as their administrative duties.

If supervision and improvement of instruction are two of his major duties, these two duties should command the major portion of the administrators time. This is not possible because of the other duties that demand his time.

Clerical duties and the filling out of official records and reports require more time of the principal in a small school than in a larger one. The clerical duties are absorbed by the principal when there is insufficient clerical help (32:16).

A study by the Department of Elementary School Principals shows that an elementary school principal in 1958 devoted 30 percent of his time to administration, 35 percent to supervision, 14 percent to clerical work, 3 percent to classroom work, and 18 percent to public relations (10:103). In comparing the actual hours per day spent on the job this writer finds that the elementary

principal is spending more time at school now than he has in the past. Surveys conducted in 1928 and 1948 showed that a supervisory principal was working 8.7 hours daily, but in 1958, he was working 9.2 hours (10:103).

Goettie (14:45) also conducted a time study on principals. His 1960 study points out that high school principals in Texas spent 43.4 percent of their time on administration, 14.1 percent in improvement and supervision of instruction, 13.9 percent in pupil personnel administration, 12.1 percent in extracurricular activities, and community relations consumed 9.6 percent of their time (14:47).

The significance of these two studies is that they are in agreement with principal's major complaint, that they are not spending enough of their day in the supervision of instruction.

Most administrators have visions of the ideal allotment of time. A study conducted by the National Department of Elementary School Principals (39:90) summarizes the actual percentage of time they spend in their duties and the percentage of time they consider to be ideal.

Duties	Supervising Principals		Teaching Principals	
	Actual	Ideal	Actual	Ideal
Administration	29.3%	24.2%	10.4%	18.5%
Supervision	24.1	37.3	6.8	24.4
Pupil Personnel	14.8	17.3	5.6	14.6
Clerical	15.1	3.5	10.7	5.5
Teaching	2.3	2.6	59.5	22.8
Community	9.3	11.0	4.5	9.5
Miscellaneous	5.1	4.1	2.5	4.7

The ideal cannot always be realized but the present day principals, supervising or teaching should strive for the ideal allocation of time.

Further research into the duties of the school principal revealed that there are no legal enactments or prescribed duties for the three levels of principalships outlined in this study.

Research conducted by the National Education Association in a sampling of published rulebooks of local schoolboards classify the powers and duties of elementary principals as (39:158):

Mandatory ministerial duties:

- Being present in the building between specified hours.
- Keeping certain records and accounts.
- Receipting the delivered supplies.
- Checking school census.
- Inventorying equipment, books, and supplies.
- Checking the payroll list.
- Reporting injuries to pupils and employees.
- Flying the American flag.

Discretionary ministerial duties:

- Conducting fire drills.
- Supervising janitors.
- Reporting needed building and equipment repairs.
- Supervising the building at recess and noon hour.
- Notifying parents of unsatisfactory work of pupils.
- Regulating, permitting, or refusing entrance to visitors.
- Regulating, permitting, or prohibiting advertising or exhibits in the building.
- Requisitioning and dispensing supplies and equipment.

Discretionary powers:

- Classifying pupils.
- Keeping personnel records of teachers.
- Keeping personnel records of pupils.
- Assigning teachers.
- Making curriculum schedules.
- Conducting teachers' meetings.
- Allocating funds made available for building, according to budget.
- Obtaining substitutes for teachers who are absent.
- Evaluating teachers' efficiency.
- Supervising instruction.
- Cooperating with the juvenile court and other law enforcement agencies.
- Regulating or abolishing activities of teachers and pupils in the building.
- Handling complaints of patrons.
- Disciplining the pupils.

The wide range of duties and role expectations of the principal should cause alarm and concern to school superintendents. Greater attention should be given to providing vice principals, professional people and more clerical aid to help alleviate the principal of some of

his duties. The use of paid nonprofessional assistants would help to alleviate some of the teachers' work load thus freeing teachers to take over some of the principals' duties that do not require administrative training.

II. THE EMERGING DUTIES OF THE SCHOOL PRINCIPAL

The emerging principal must be one who is prepared to join the revolutionary change, and meet the social, economical, and scientific needs of the new age. The period of time of authoritarian rule by the principal has ceased and the new democratic ideal prevails. This movement has been in conjunction with the movement from a managerial to a vital supervisory leadership capacity. Several factors have aided the principal's position in becoming a specialist. First, our colleges are better preparing our teaching staffs. Secondly, there has been a constant and definite change in the philosophy of supervision. Thirdly, our colleges are better preparing our administrators.

Austin emphasizes the new trend nicely when he says:

The day has long since passed when assignment to the principalship is merely a reward for past faithful service as a teacher or coach. The position is both more demanding and more complex than such simple qualifications would imply. Occasionally found, however,

and too often assigned by the actions of well-intentioned and appreciative boards of education, are candidates whose awareness of what the position should and can become is tragically limited. The superintendent who condones such a basis for choice either has abdicated a major professional responsibility or is ignorant of the very nature of the job itself (3:28-29).

Since our principals are being better prepared, the shift in role is towards the professional leader role and away from the managerial role. Growth in school enrollment and size and our nationwide struggle by students for more voice in the policies and practices of the school have demanded a more democratic leader.

A list of seven significant influences changing the principals' role and duties were comprized by Romine (31:35).

1. Growing centralism in the education system.
2. Increased innovation and specialization.
3. A new breed of teachers and pupils.
4. Collegiate competition for teachers.
5. Development of administrative theory.
6. A power struggle in our semi-profession.
7. Complexity and size of our schools.

Gibb (13:52-58) indicated in 1967, that the new role trends of the administrator are:

1. The administrator is becoming more of a team builder and cooperative problem-solver.

2. Is becoming a climate builder and less of a motivator.

3. Is becoming more of a planner.

4. Is becoming an innovator, a creator and quite revolutionary.

5. Is becoming less a role and more of a person within the school system.

The new principal now requires a variety of trained specialists. These trained specialists will be assistants to the principal but not in the role of assistant principals. The professional leadership administrator, the principal, of tomorrow will be aided by the professional assistants but the good leader will budget his time. The budgeting of his time and his ability as an educational leader will be his key to success or failure.

III. SUMMARY OF CHAPTER

This chapter set forth the research of many writers regarding the duties of the school principal. From the review of the literature conclusions can be drawn:

1. There has been a definite move from the authoritarian principal to the democratic ideal.

2. The size of the school system appears to be significantly related to the role of the principal.

3. The duties of a principal have evolved through time, and are not clearly defined.

4. A school principal should be relieved of more of the clerical duties that he is responsible for in his particular building.

5. The principalship is becoming more of a professional leadership role.

6. Principals should set aside more time for research and planning for new innovations.

7. Building principals are receiving more assistants to help relieve some of the duties that he was initially responsible for fulfilling.

8. There are no legal enactments or prescribed duties for all three levels of school administration.

9. Administrators need to delegate more responsibility to their assistants.

10. Several studies came to similar conclusions as to the duties of the school principal, but all studies differed in degree and emphasis. This emphasized the need for a study of the duties of the school principal at the district level.

11. Education must be continually re-examined in the light of change and the duties of the school principal adjusted accordingly.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine the principal's duties in the State of Washington through the use of a questionnaire. This study was limited to one elementary school principal, one junior high school principal, and one high school principal from each county in the State of Washington. A total of 117 principals were selected at random from the thirty-nine counties. The names and addresses of these selected principals were obtained from the Washington Education Directory (42). The thirty-nine counties of the state represented a cross section in the expectation of achieving a representative sample.

I. THE QUESTIONNAIRE

The questionnaire used in this study was a modified questionnaire initially designed by Dr. Lloyd Trump and associates. Written permission was received from Dr. Lloyd Trump for this writer to use and modify the questionnaire. Dr. Trump's questionnaire was used in its entirety with the addition of a hourly time sequence designation under each activity or task. The general information section, the hourly time sequence

designations and the time priority areas check list were designed by this writer. The questionnaire was divided into three sections.

The first section, general information, asked for the sex of the individual, highest degree held, classification of the school, if the principal was a full time or part time principal, and if an assistant was available. It further requested the pupil enrollment within the responding principal's building, number of years the respondent has been a principal and the number of years that he has been in the present position.

The second section, activity or tasks, listed twenty-five activities or tasks that are the building principal's responsibility. The respondents were asked to place a check in the section which best approximated their own behavior for each activity or task. For each item checked as daily, the respondents were to check the approximate time devoted to that particular task or activity each day. This section of the questionnaire was intended to provide the writer with the information concerning the respondents duties as a principal.

The third section, time priority areas, was constructed to determine where a principal would like to spend his time in his building if the time could be

made available. Using the numbers 1-5, with number one being the number one priority, the respondents were asked to rate the five items. To allow flexibility in this section the writer allowed a sixth space and listed it as other (specify). This allowed the respondents to list other areas where they felt they needed to spend more time. This section was intended to provide information concerning the respondent's areas of concern and as to where he felt a need for more time to be spent during his working day.

II. GATHERING THE DATA

An introductory letter, the questionnaire, and a stamped self-addressed reply envelope were mailed on May 8, 1969.

A reminder letter was sent out on May 27, 1969, to insure a greater return of the questionnaires.

Response to the questionnaire mailed on May 8, 1969, after the reminder letter, to the 117 principals, was ninety-seven replies (82.91 percent). Replies were received from thirty-two elementary school principals, thirty-two junior high school principals and thirty-three high school principals. One high school respondent failed to complete his questionnaire and wrote across it

that he did not have time to complete it. This questionnaire was not included in this study.

III. TREATMENT OF THE DATA

The data was collected, organized, and the responses analyzed.

Responses to the first section of the questionnaire, general information, were tabulated, summarized, and converted to percentages.

Responses to the second section dealing with the time survey of how principals spend their time were tabulated, summarized and plotted on tables according to the administrative levels.

Section three, the time priority areas, were treated in a like manner though a composite of all administrative levels was compiled after the results were compiled for each administrative level.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to present the data gathered and an analysis of the findings. The questionnaire was designed to gather responses relating to the background of the respondents, time analysis, and the respondent's choice of time priority items. The time analysis checklist was constructed to determine the amount of time an individual principal was involved in a particular duty. The time priority section was intended to elicit responses as to where an administrator would spend additional time in his school program if the time was made available.

All percentages used in this study have been rounded off to the nearest one hundredth of a percent.

I. GENERAL INFORMATION

The intent of this section of the questionnaire was to provide information concerning the respondent's sex, highest degree attained, number of years they have been in the capacity of a principal, number of years in their present position, status of the assistant principal, if one exists, student enrollment of their building and the classification of their school.

Four or 4.17 percent of the respondents indicated they were females, while ninety-two or 95.83 percent indicated they were males. The four female principals were employed in elementary schools.

This study showed that thirty-three or 34.38 percent of the principals hold a Bachelor degree, while sixty-one principals or 63.54 percent are holders of a Master's of Education degree and two or 2.08 percent of the respondents held Doctor degrees.

Ninety-five of the principals responded to the query on the number of years of experience they had as principals. Forty-one or 43.16 percent have been principals five years or less, fourteen or 14.74 percent have been principals six to ten years, sixteen, or 16.84 percent have been principals eleven to fifteen years, twenty or 21.05 percent have been principals sixteen to thirty years and four or 4.21 percent have been principals thirty years or longer.

This study further shows that sixty or 62.50 percent of the principals have been employed in their present job five years or less, sixteen or 16.67 percent have been employed six to ten years, thirteen or 13.54 percent have been employed eleven to fifteen years, five or 5.21 percent have been employed sixteen to thirty

years, and one or 1.05 percent have been employed in the same position for thirty-two years. The unique factor here is that many principals have remained in the same position since attaining the position of principal.

This writer's research shows that one junior high school principal has remained in the same position for twenty-eight years, while one elementary principal has remained in his same position for thirty-two years.

Since this questionnaire was mailed to a large cross section of the State and was not limited to a particular school's student enrollment, the next two sections are of particular interest. Twenty-six or 81.25 percent of the elementary schools have full time principals, while six or 18.75 percent have part-time principals. The junior high school group reported twenty-eight or 90.32 percent had full time principals and three or 9.68 percent have part-time principals. One respondent failed to answer the question. A vast majority of the high schools also have full time principals. Twenty-nine or 90.63 percent of the respondents were full time principals while three or 9.38 percent were fulfilling the position on a part-time basis.

Perhaps school superintendents should give careful attention to the findings related to the vice principal. There were no elementary school vice principals. Sixteen

or 51.61 percent of the junior high schools have full time vice principals. Two schools from this group reported that they had two assistant principals in their buildings. Six or 19.35 percent of the junior high schools have a part-time assistant and nine or 29.03 percent reported no assistant principals. One junior high respondent chose not to answer the question. Six or 18.75 percent of the high schools reported full time assistant principals, ten or 31.25 percent reported part-time assistants, and sixteen or 50 percent of the high schools reported no assistant principals. One of the six high schools reporting full time assistants had two assistants to help the principal.

The student enrollment figures in districts of the State included in this study ranged from a low of 58 students in an elementary school to an upper range of 890 students. The junior high schools were larger as the small junior high school reported 185 students and the largest junior high reported 1,375 students. The range in student population at the high schools ranged from 50 students to 1,620 students.

The classification of the particular schools involved revealed that thirty-one of the respondents were in elementary schools, one was in a grade school with grades 1-8 inclusive. Twenty-five junior high schools

were reported and seven middle schools were contained as and referred to as junior high schools for this study. One high school referred to itself as a junior-senior high school while the remaining thirty-one schools were classified as high schools.

II. TIME ANALYSIS

The second section of the questionnaire was intended to elicit responses as to the amount of time principals were spending in selected duties. The respondents were asked to indicate the frequency that he attributed to each of the listed duties in the questionnaire.

Time Analysis Item 1

Table I indicates the time that the principals spent reading about new curriculum content. It is apparent from the information revealed in the table that reading about new curriculum content is a daily duty of the majority of the junior high and elementary school principals, while high school principals are more reluctant to read on a daily basis. Three respondents chose not to answer this query.

TABLE I
 READ ABOUT NEW CURRICULUM CONTENT*

	Average Frequency					Never	
	Daily**		Once	Once a	Once a		
Principals	$\frac{1}{2}$	1	2-3	Weekly	Month	Semester	Annually
Elementary	15	1		11		3	
Junior High	19	1	1	9		1	
High School	9	1		16		6	
Totals:	43	3	1	36		10	

*Not all respondents marked all of the items.
 **The daily frequency is divided into hourly time periods.

Time Analysis Item 2

Table II presents the time survey displaying the amount of time principals are involved with individual student discipline problems. Eighty-one or 84.38 percent of the respondents reported as spending a half-hour to three hours a day on discipline. The results of this survey indicate that this area is of major importance in a principal's day.

TABLE II
DEAL WITH INDIVIDUAL STUDENT DISCIPLINE PROBLEMS

Principals	Average Frequency					Annually	Never
	Daily**		Once Weekly	Once a Month	Once a Semester		
	$\frac{1}{2}$	1	2-3				
Elementary	15	8		8		1	
Junior High	12	12	5	1		2	
High School	12	14	3	2		1	
Totals:	39	34	8	11		4	

**The daily frequency is divided into hourly time periods.

Time Analysis Item 3

Twenty-three or 24.73 percent of the principals quoted in this study spent time daily discussing goals with their department chairmen or representatives. The four respondents who replied "never" to this query were elementary school principals and they did not have department chairmen. Item 3 is presented in Table III. Three respondents did not answer this question.

TABLE III
DISCUSS GOALS WITH THE DEPARTMENT CHAIRMEN
OR REPRESENTATIVES*

Principals	Average Frequency							
	½	Daily** 1	2-3	Once Weekly	Once a Month	Once a Semester	Annually	Never
Elementary	5	1		15	5		1	4
Junior High	5	3		12	9	2		
High School	5	3	1	10	12			
Totals:	15	7	1	37	26	2	1	4

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 4

Item 4 pertained to the amount of time the principal spends examining the results of curricular experiments. Six respondents did not answer item 4. The frequency most often checked in this activity was monthly, where thirty-two or 35.56 percent of the respondents stated that they spent time. Only two or 2.22 percent never spend time on examining results of curricular experiments. Both respondents that checked "never" were elementary principals. Table IV exhibits all responses to this query.

TABLE IV
EXAMINE RESULTS OF CURRICULAR EXPERIMENTS*

Principals	Average Frequency						
	Daily**		Once	Once a	Once a	Annually	Never
	$\frac{1}{2}$	1	2-3 Weekly	Month	Semester		
Elementary	3		9	9	6	2	2
Junior High	2		10	12	2	6	
High School		1	11	11	4	3	
Totals:	5	1	30	32	12	11	2

*Not all respondents marked all of the items.
**The daily frequency is divided into hourly time periods.

Time Analysis Item 5

Table V indicates that there is definite involvement by principals in the supervising of major student activities. The greatest number of total responses came from the weekly category as twenty-nine or 31.52 percent of the principals stated that they were involved weekly. Four respondents chose not to answer the question.

TABLE V
SUPERVISE MAJOR STUDENT ACTIVITIES*

Principals	Average Frequency						
	$\frac{1}{2}$	Daily** 1	2-3	Once Weekly	Once a Month	Once a Semester	Annually Never
Elementary	3	3		9	10	2	2
Junior High	8	5		12	4	1	1
High School	4	11	6	8	2	1	
Totals:	15	19	6	29	16	4	3

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 6

Item 6 asked each respondent to check the amount of time used for the visitation of schools with new programs. Principals in this study were in the opinion that school visitations are good. Seventy-nine or 90.80 percent visited new programs during the school year. Eight or 8.99 percent answered that they "never" visit schools with new programs. Nine respondents failed to answer the question. The data are presented in Table VI.

TABLE VI
VISIT SCHOOLS WITH NEW PROGRAMS*

Principals	Average Frequency							
	½	Daily** 1	2-3	Once Weekly	Once a Month	Once a Semester	Annually	Never
Elementary					11	12	7	2
Junior High					2	12	10	2
High School					4	14	7	4
Totals:					17	38	24	8

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 7

When queried as to the extent they talked with State and university officials about curriculum, three or 3.30 percent said once weekly, fourteen or 15.34 percent claimed to involve themselves once a month, twenty-nine or 31.87 percent were involved once a semester, thirty-seven or 40.66 percent responded as annually and eight or 8.79 percent responded with "never". Five persons chose not to express an opinion on this particular item. The compiled responses to Item 7 are found in Table VII.

TABLE VII

TALK WITH STATE AND UNIVERSITY OFFICIALS ABOUT CURRICULUM*

Principals	Average Frequency						
	Daily** ½	1	2-3 Weekly	Once a Month	Once a Semester	Annually	Never
Elementary			1	4	9	15	3
Junior High			2	1	12	12	3
High School				9	8	10	2
Totals:			3	14	29	37	8

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 8

Item 8 was included to provide insight into the time that principals are spending looking for change or new innovations. Table VIII reflects the principal's views towards the studying of new procedures for evaluating pupil progress. The table shows that two or 2.08 percent spent a half-hour daily, fifteen or 15.63 percent of the principals were involved weekly, twenty-four or 25 percent involved themselves once a month, twenty-two or 22.92 percent reported involvement once a semester. The area receiving the greatest number of responses was annually with thirty-three or 34.38 percent of the principals.

TABLE VIII
STUDY NEW PROCEDURES FOR EVALUATING PUPIL PROGRESS

Principals	Average Frequency							
	$\frac{1}{2}$	Daily** 1	2-3	Once Weekly	Once a Month	Once a Semester	Annually	Never
Elementary	2			2	11	9		8
Junior High				6	5	6		15
High School				7	8	7		10
Totals:	2			15	24	22		33

**The daily frequency is divided into hourly time periods.

Time Analysis Item 9

Employment of lay or non-professional assistants for teachers was Item 9. The three areas of the greatest number of responses were "never" with twenty-six or 38.24 percent, annually with fourteen or 20.59 percent and two to three hours daily with a response frequency of twelve or 17.65 percent. Eighteen respondents refrained from answering the question.

TABLE IX

EMPLOY LAY OR NON-PROFESSIONAL ASSISTANTS FOR TEACHERS*

Principals	Average Frequency							
	½	Daily** 1	2-3	Once Weekly	Once a Month	Once a Semester	Annually	Never
Elementary		3	4	1	3	4	7	7
Junior High		2	2	2	2	1	6	9
High School		1	6	4	3		1	10
Totals:		6	12	7	8	5	14	26

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 10

When asked to determine the frequency to which they as principals spend resolving parent-teacher conflicts, eight or 8.51 percent said they spend a half-hour daily, twenty-six or 27.66 percent claim to spend time once weekly, forty or 42.55 percent spend time once a month, twelve or 12.77 percent reported once a semester. The annual frequency was checked by five or 5.32 percent of the principals and three or 3.19 percent claimed to spend no time at it. Two respondents failed to answer Item 10. Item 10 is presented in Table X.

TABLE X
RESOLVE PARENT-TEACHER CONFLICTS*

Principals	Average Frequency						
	Daily** ½	1	2-3 Weekly	Once a Month	Once a Semester	Annually Never	
Elementary	2		4	14	8	2	1
Junior High	3		14	10	2	2	
High School	3		8	16	2	1	2
Totals:	8		26	40	12	5	3

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 11

Table XI displays the fact that there was no common agreement as to the amount of time a principal spends in providing technical aid for his teachers. The responses range from a high of twenty-four or 25 percent that provide technical aid weekly to a low frequency of response of one or 1.04 percent that provides two to three hours of time to his staff daily.

TABLE XI
 PROVIDE TECHNICAL AIDS FOR TEACHERS*

Principals	Average Frequency							
	Daily**		Once	Once a	Once a	Annually	Never	
	$\frac{1}{2}$	1	2-3	Weekly	Month	Semester	Annually	Never
Elementary	4	2	1	12	4	4	3	2
Junior High	3	5		6	9	1		3
High School	8	2		6	6	2	4	2
Totals:	15	9	1	24	19	7	7	7

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 12

Before a teacher can be given a fair written evaluation of their work they must be observed in the classroom situation. Table XII shows that twenty-two or 22.92 percent of the principals observe classroom instruction at least a half-hour daily. Ten or 10.42 percent reported as observing classroom instruction one hour per day, thirty-four or 35.42 percent reported once weekly, twenty-two or 22.92 percent reported once a month, six or 6.25 percent reported once a semester and two or 2.08 percent of the principals do not observe classroom instruction.

TABLE XII
OBSERVE CLASSROOM INSTRUCTION

Principals	Average Frequency						Never
	$\frac{1}{2}$	Daily** 1	2-3 Weekly	Once Weekly	Once a Month	Once a Semester	
Elementary	8	1	12	7	3		1
Junior High	9	7	10	4	1		1
High School	5	2	12	11	2		
Totals:	22	10	34	22	6		2

**The daily frequency is divided into hourly time periods.

Time Analysis Item 13

A systematic testing program is arranged annually by thirty or 31.25 percent of the principals, while twenty-nine or 30.21 percent arrange for a systematic testing program once a semester. Item 13, further shows that thirteen or 13.54 percent of the principals are not involved in testing. The majority of the respondents that stated that they are never involved in testing further stated that it was the duty of the school counselor. All responses to Item 13 are revealed in Table XIII.

TABLE XIII
ARRANGE A SYSTEMATIC TESTING PROGRAM

Principals	Average Frequency						
	Daily**		Once	Once a	Once a	Annually	Never
	$\frac{1}{2}$	1	2-3 Weekly	Month	Semester		
Elementary				4	10	13	5
Junior High	1		2	7	8	8	6
High School	1		3	6	11	9	2
Totals:	2		5	17	29	30	13

**The daily frequency is divided into hourly time periods.

Time Analysis Item 14

To provide the instructional staff with the experiences of visiting outstanding school programs, the principal must arrange for his teachers to make these visitations. Regarding the time allotted to the arranging for teachers to visit outstanding schools, eleven or 11.46 percent stated that they perform this duty at least once a month. Further responses in Table XIV show that thirty-five or 36.46 percent perform this duty once a semester, twenty-eight or 29.17 percent are involved annually and twenty-two or 22.92 percent never perform this duty.

TABLE XIV
ARRANGE FOR TEACHERS TO VISIT OUTSTANDING SCHOOLS

Principals	Average Frequency							
	½	1	2-3	Weekly	Once a Month	Once a Semester	Annually	Never
Elementary					5	9	10	8
Junior High					3	12	10	7
High School					3	14	8	7
Totals:					11	35	28	22

**The daily frequency is divided into hourly time periods.

Time Analysis Item 15

In rating the time provided for meeting with teacher groups, five or 5.21 percent felt that they spent a half-hour daily, four or 4.17 percent reported one hour daily, sixty or 62.50 percent reported once a week, twenty-four or 25 percent reported once a month, two or 2.08 percent once a semester and one or 1.04 percent reported as never meeting with teacher groups. The one respondent was a teaching principal and did not have time to meet with specific teacher groups. Table XV portrays all responses to Item 15.

TABLE XV
MEET WITH TEACHER GROUPS

Principals	Average Frequency							
	$\frac{1}{2}$	Daily** 1	2-3 Weekly	Once Weekly	Once a Month	Once a Semester	Annually	Never
Elementary		4		23	4			1
Junior High	2			20	10			
High School	3			17	10	2		
Totals:	5	4		60	24	2		1

**The daily frequency is divided into hourly time periods.

Time Analysis Item 16

In response to the query regarding the amount of time principals spend in developing schedules, with some flexibility, three or 3.41 percent stated that they spend at least a half-hour daily at this duty. Thirteen or 14.77 percent were engaged in this duty at least once a month, seventeen or 19.32 percent reported it as a monthly duty, twenty-five or 28.41 percent are engaged in this duty once a semester. Further responses show that twenty-eight or 31.82 percent are engaged in this duty annually and two or 2.27 percent are "never" involved in the development of a

flexible schedule. This query was not answered by eight principals. Table XVI displays the principal's responses to the question.

TABLE XVI
DEVELOP SCHEDULE WITH SOME FLEXIBILITY*

Principals	Average Frequency						
	Daily** ½	1	2-3 Weekly	Once a Month	Once a Semester	Annually	Never
Elementary	3		2	8	11	7	
Junior High			3	3	9	10	1
High School			8	6	5	11	1
Totals:	3		13	17	25	28	2

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 17

One of the principal's main duties is to help teachers assess their own strengths and weaknesses. All respondents answered this question as shown in Table XVII. Principals devoting a half-hour daily to this duty number eleven or 11.46 percent of the principals. Other replies show that two or 2.08 percent devote one hour daily to

this task, while twenty or 20.83 percent reported it as a weekly task, thirty or 31.25 percent have it as a monthly duty, twenty-four or 25 percent reported it as a once a semester duty, seven or 7.29 percent engage in it annually and two or 2.08 percent never help their teachers to assess their own strengths and weaknesses.

TABLE XVII
HELP TEACHERS ASSESS THEIR OWN
STRENGTHS AND WEAKNESSES

	Average Frequency							
	½	Daily** 1	2-3 Weekly	Once a Month	Once a Semester	Annually	Never	
Elementary		4	7	6	12	1	2	
Junior High		6	2	5	10	4	5	
High School		1		8	14	8	1	
Totals:		11	2	20	30	24	7	2

**The daily frequency is divided into hourly time periods.

Time Analysis Item 18

The results of time analysis Item 18 are plotted on Table XVIII. There were two peak periods when time was reported to be spent on the evaluation of the total school program. They were once a month where twenty-five or 26.04

percent reported spending their time and annually where twenty-six or 27.08 percent of the principals reported spending some time on this duty.

TABLE XVIII
EVALUATE TOTAL SCHOOL PROGRAM

Average Frequency								
Principals	Daily**			Once Weekly	Once a Month	Once a Semester	Annually	Never
	$\frac{1}{2}$	1	2-3					
Elementary	2		2	5	5	6	11	1
Junior High	2	1		4	9	7	9	
High School	1	3		3	11	8	6	
Totals:	5	4	2	12	25	21	26	1

**The daily frequency is divided into hourly time periods.

Time Analysis Item 19

Principals reported that twenty-three or 23.96 percent of them spend a half-hour daily conferring with individual teachers about instruction. Further reports indicate that seven or 7.29 percent spend one hour daily, one or 1.04 percent spend two to three hours daily, thirty-three or 34.38 percent spend time at this duty once a week. Once a

month received seventeen or 17.71 percent of the responses, once a semester was checked by eleven or 11.46 percent of the respondents, annually was listed by two or 2.08 percent of the principals and two or 2.08 percent reported that they never avail themselves to this duty. Table XIX displays the division of the total number of responses.

TABLE XIX
CONFER WITH AN INDIVIDUAL TEACHER ABOUT INSTRUCTION

Principals	Average Frequency							
	$\frac{1}{2}$	Daily** 1	2-3	Once Weekly	Once a Month	Once a Semester	Annually	Never
Elementary	8	2		8	8	3	1	2
Junior High	9	2		13	4	3	1	
High School	6	3	1	12	5	5		
Totals:	23	7	1	33	17	11	2	2

**The daily frequency is divided into hourly time periods.

Time Analysis Item 20

The analyzing of instructional costs is a duty that every principal should engage in during the school year. This study shows that thirteen or 13.54 percent of the principals never spend any time in this duty. A look at

Table XX further shows that twenty-nine or 30.21 percent of the principals involve themselves annually, fourteen or 14.58 percent are involved once a semester, twenty-five or 26.04 percent devote time once a month to this duty, thirteen or 13.54 percent engage in it weekly and two or 2.08 percent spend a half-hour daily.

TABLE XX
ANALYZE INSTRUCTIONAL COSTS

Principals	Average Frequency							
	$\frac{1}{2}$	1	2-3	Weekly	Once a Month	Once a Semester	Annually	Never
Elementary	1		3	6	4	11	7	
Junior High			6	11	1	12	2	
High School	1		4	8	9	6	4	
Totals:	2		13	25	14	29	13	

**The daily frequency is divided into hourly time periods.

Time Analysis Item 21

Schools can benefit considerably from the use of new media in the schools. This study points out that there are two peak periods during the school year when time is

devoted to this duty. Principals report that thirty or 32.60 percent of them spent time once a month arranging for the demonstration of new media. The other peak of responses was once a semester where twenty-seven or 29.35 percent reported spending time in this duty. Table XXI portrays the responses from ninety-two principals as four failed to answer the question.

TABLE XXI
ARRANGE FOR DEMONSTRATION OF NEW MEDIA*

Principals	Average Frequency						
	Daily** ½	1	2-3 Weekly	Once a Month	Once a Semester	Annually	Never
Elementary			1	12	11	5	3
Junior High			2	10	7	10	1
High School	2		1	8	9	10	
Totals:	2		4	30	27	25	4

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 22

The results of the responses to Item 22 are shown in Table XXII. Of the principals reporting, twenty-five or

27.78 percent undertake the evaluating of new teaching techniques and procedures as a monthly task, twenty-three or 25.56 percent consider it once a semester duty, twenty or 22.22 percent involve themselves weekly and fifteen or 16.67 percent consider it an annual duty. Four or 4.44 percent spend a half-hour daily at this duty, one or 1.11 percent are involved one hour daily and two or 2.22 percent of the principals never evaluate new teaching techniques and procedures. Six principals did not respond to the question.

TABLE XXII

EVALUATE NEW TEACHING TECHNIQUES AND PROCEDURES*

Principals	Average Frequency						
	Daily**		Once	Once a	Once a	Annually	Never
	$\frac{1}{2}$	1	2-3 Weekly	Month	Semester		
Elementary	1	1	5	7	8	8	2
Junior High			3	9	12	5	
High School	3		12	9	3	2	
Totals:	4	1	20	25	23	15	2

*Not all respondents marked all of the items.

**The daily frequency is divided into hourly time periods.

Time Analysis Item 23

Most of the principals were in common agreement as to the time spent in presiding at general faculty meetings. Table XXIII shows that fifty or 52.08 percent hold weekly faculty meetings, while forty-two or 43.75 percent conduct faculty meetings once a month. One or 1.04 percent of the principals conduct faculty meetings once a semester and three or 3.13 percent never conduct a faculty meeting. One junior high school principal stated that the duty of presiding at general faculty meetings is left to his vice principal and department chairmen.

TABLE XXIII
PRESIDE AT GENERAL FACULTY MEETINGS

Principals	Average Frequency							
	$\frac{1}{2}$	1	2-3	Weekly	Once a Month	Once a Semester	Annually	Never
Elementary				20	11			1
Junior High				18	11	1		2
High School				12	20			
Totals:				50	42	1		3

**The daily frequency is divided into hourly time periods.

Time Analysis Item 24

As stated in the review of literature, the modern day principal will need to involve himself in research projects. When queried as to the amount of time principals were spending in the assisting in the design of research projects, it seems reasonable to assume that principals are reluctant to become involved in these projects. Table XXIV shows that nineteen or 19.79 percent of the principals are never involved in the design of research projects, twenty-seven or 28.13 percent engage annually, fourteen or 15.63 percent see it as a once a semester duty, twenty-two or 22.92 percent are engaged in research monthly, and eleven or 11.46 percent see it as a weekly duty. One or 1.04 percent are involved in research a half-hour daily while one or 1.04 percent of the principals spend one hour a day in research.

TABLE XXIV
ASSIST IN THE DESIGN OF RESEARCH PROJECTS

Principals	Average Frequency							
	½	Daily** 1	2-3 Weekly	Once Weekly	Once a Month	Once a Semester	Annually Never	
Elementary				1	3	6	14	8
Junior High				1	9	2	9	11
High School	1	1		9	10	7	4	
Totals:	1	1		11	22	15	27	19

**The daily frequency is divided into hourly time periods.

Time Analysis Item 25

Table XXV exhibits the results of the responses to the query as to the amount of time principals spend in the interpreting of school policies to their instructional staffs. The largest number of principals, thirty-two or 33.33 percent interpret school policies for their staff once a month. Other replies were eight or 8.33 percent whom spend a half-hour daily, one or 1.04 percent reported spending one hour daily, twenty-seven or 21.88 percent are involved once a week, and twelve or 12.50 percent consider it a once a semester duty. Other responses were fifteen

or 15.63 percent were involved in this duty annually, while one or 1.04 percent never undertook this item as a duty.

TABLE XXV
INTERPRET SCHOOL POLICIES TO INSTRUCTIONAL STAFF

Principals	Average Frequency						
	$\frac{1}{2}$	Daily** 1	2-3 Weekly	Once Weekly	Once a Month	Once a Semester	Annually Never
Elementary	4		10	10	2	5	1
Junior High	3		8	12	3	6	
High School	1	1	9	10	7	4	
Totals:	8	1	27	32	12	15	1

**The daily frequency is divided into hourly time periods.

III. TIME PRIORITY STUDY

It was the intent of this section of the questionnaire to provide information concerning the respondent's choice of time priority areas. The respondents were to rank five items as to where they would spend additional time during the day if this time was made available. Rather than restrict the respondents to five areas, the sixth area of other (specify) was listed.

Table XXVI presents the elementary school principals' responses to the time priority section. It shows that thirty of the thirty-two elementary school principals responding to the questionnaire ranked curriculum development either as their first or second choice as to an area where they would spend additional time if the time were made available. Discipline was ranked as the area where elementary principals would least likely spend additional time. The section of other (specify) produced three additional areas where elementary school principals would like to spend additional time. Facility changes received a ranking of three, class visitation and guidance-counseling each received a ranking of one.

TABLE XXVI
 COMPOSITE OF ELEMENTARY SCHOOL PRINCIPALS'
 TIME PRIORITY AREAS

Time Priority Areas*	Rank				
	1	2	3	4	5
Curriculum Developments	17	13	1	1	
Discipline		1	1	8	17
In Service Training	4	11	11	1	1
Public Relations	1		8	14	7
Supervision of Staff	6	6	8	7	3
Other (Specify)					
1. Facility Changes			1		
2. Class Visitation	1				
3. Guidance-Counseling	1				

*Not all respondents ranked all items.

The information in Table XXVII provides a picture of the responses by junior high school principals to the time priority study. As the table depicts, curriculum development was selected as the number one priority item followed by supervision of staff, in-service training, public relations, and discipline. Only one respondent ranked discipline as his number one priority area.

TABLE XXVII
COMPOSITE OF JUNIOR HIGH SCHOOL PRINCIPALS'
TIME PRIORITY AREAS

Time Priority Areas*	Rank				
	1	2	3	4	5
Curriculum Developments	17	7	4	3	
Discipline	1		2	8	20
In Service Training	4	10	7	3	3
Public Relations			10	16	2
Supervision of Staff	9	12	4	5	
Other (Specify)					

*Not all respondents ranked all items.

It should be noted that the senior high school principals' time priority area rankings were very similar

to the elementary and junior high school principals' responses. Curriculum development was ranked as the number one priority as nineteen principals ranked it as their number one priority and five ranked it as their number two priority. Discipline again was ranked as being the least likely area where principals would spend additional time if it were available. Table XXVIII provides the information depicting all the responses to the time priority section by the senior high school principals.

TABLE XXVIII
COMPOSITE OF SENIOR HIGH SCHOOL PRINCIPALS'
TIME PRIORITY AREAS

Time Priority Areas*	Rank				
	1	2	3	4	5
Curriculum Developments	19	5	6	1	1
Discipline	1		1	3	25
In Service Training	1	9	9	12	1
Public Relations	1	3	7	15	6
Supervision of Staff	9	13	8	1	
Other (Specify)					

*Not all respondents ranked all items.

Table XXIX gives the total composite of the time priority areas. This table further strengthens the results of the individual administrative levels of ranking. Discipline is listed as the lowest priority item. Principals state they would spend more time in the development of curriculum and staff supervision if the added time was made available.

TABLE XXIX
TOTAL COMPOSITE OF TIME PRIORITY AREAS

Time Priority Areas*	Rank				
	1	2	3	4	5
Curriculum Developments	53	25	11	5	1
Discipline	2	1	4	19	62
In Service Training	8	30	27	16	5
Public Relations	2	3	25	45	15
Supervision of Staff	24	31	20	13	3
Other (Specify					
1. Facility Changes			1		
2. Class Visitations	1				
3. Guidance-Counseling	1				

*Not all respondents ranked all items.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

In analyzing the data gathered, it shows that a distinct discrepancy exists between what is written in the literature pertaining to the duties of the school principal and how he actually spends his time in the pursuit of his duties.

The size of the school, the number of assistants, and the number of non-professional aids employed in the building have a direct bearing upon the time and the type of duties in which a principal is engaged during the working day.

This study further shows that the middle school concept is rapidly encroaching upon the junior high school area. The questionnaire was sent to thirty-six junior high schools and three middle schools. When the results were tabulated twenty-five junior high schools and seven middle schools responded to the questionnaire. Thus, from the time the 1968-1969 Washington Education Directory was printed to the time the questionnaire was answered four junior high schools were changed to middle schools.

The majority of the school principals involved in this study spend time daily in the reading of new

curriculum content. The high school principals are less reluctant to engage in this activity on a daily basis than the other two administrative levels.

It is safe to assume from the results of this study that discipline is one of the major duties of the school principals in the State of Washington. Eighty-one or 84.38 percent of the school principals are spending a half-hour to three hours daily in the disciplining of students.

The respondents were in major agreement as to the amount of time they were spending in presiding at general faculty meetings. A report by fifty or 52.08 percent of the principals stated that faculty meetings are conducted once a week while forty-two or 32.15 percent of the principals hold faculty meetings once a month.

A negative relationship exists, when a comparison is made of the actual time reported spent in specific duties as compared with the duties the principals prefer to spend more time in during the day. All three administrative levels are in agreement as to where more time should be spent during the day, but the unimportant duties are taking their needed time.

II. CONCLUSIONS

Based on the results of this study, it can be concluded that principals are not spending their working day in areas where the school program is benefiting the most from their service, thus this study substantiates this writer's hypothesis.

It may also be concluded that principals are aware of the ideal distribution of time but the minor and unimportant duties are requiring much of this time.

Of significant importance is the fact that the size of the school system appears to be related to the duties of the principal.

Within the limits of this study it can be concluded that the school principals are not fulfilling their primary responsibility for instructional supervision.

It is further concluded that discipline is requiring the principal to spend much time at this duty whereas he prefers to spend less time at it.

III. RECOMMENDATIONS

Based on the results of this study, the following recommendations are made:

1. A periodic survey of the principals' duties in the State of Washington be conducted.

2. School districts should periodically survey the duties of the school principals within their districts and adjust assignments accordingly.

3. The State of Washington should have legal and prescribed duties for the three levels of principalships outlined in this study.

4. Vice principals should be provided for all principals when the need arises.

5. Principals should analyze their duties and plan their time to fulfill these duties.

6. A further study of the roles and duties of school principals in the State of Washington should be made but it should be narrowed in scope and more specific in purpose.

7. All school districts need to provide job descriptions for their school principals.

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APPENDIX A

[REDACTED] [REDACTED]
August 15, 1967

Dr. J. Lloyd Trump
Associate Secretary of NASSP
1201 Sixteenth Street N.W.
Washington, D.C. 20036

Dear Dr. Trump:

As a graduate student at Central Washington State College, I am attempting to determine the roles and the duties of the principals in the public schools in the State of Washington. This study is being conducted as partial fulfillment of the requirements for the Master's of Education Degree.

After discussing the topic with Mr. Harold Smith, Director of Secondary Education for the State of Washington he suggested that I include your time analysis check list as part of my survey. The aforementioned time analysis check list is on page 80 of the May, 1967, NASSP Bulletin. My intentions at this time are to add approximately five activities or tasks to the survey, a general information page and a time check after the average frequency is given. At this time, I am requesting permission from you and your associates to use your time analysis check list as part of my survey form for my study.

Thank you for your assistance.


Cordially yours,

Alex Wasisco Jr.

APPENDIX B

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
1201 SIXTEENTH STREET, N.W.
WASHINGTON, D.C. 20036

August 25, 1967

Mr. Alex Wasisco, Jr.


Dear Mr. Wasisco:

You have the permission to use the analysis on Page 80 of the May, 1967 NASSP Bulletin. I suggest also that you review the findings in the NASSP studies on the Junior and Senior High School Principalships (two separate reports) that Mr. Harold Smith undoubtedly has or that you can find in the Central Washington Library.

I will be very much interested in reading the results of your investigation.

Sincerely yours,

J. Lloyd Trump
Associate Secretary

JLT:ce

APPENDIX C

17226 - 129th S.E.
Renton, Washington
May 6, 1969

As a graduate student at Central Washington State College, I am attempting to determine the roles and duties of the principals in the public schools in the State of Washington. This study is being conducted as partial fulfillment of the requirements for the Master's of Education Degree. I would like to ask your assistance as a fellow principal to participate in this study.

While I realize your time is already consumed with numerous details, you will find that the enclosed questionnaire for this study has been devised to consume no more than 5 to 10 minutes of your time. As you may recall from your readings, Items 1-25 are taken from the May, 1967, issue of the National Association of Secondary School Principal's Bulletin and are being used with permission by Dr. Lloyd Trump and associates. It is requested that you respond to these items by checking them with appropriate answers as they pertain to your particular situation. Your response will be treated confidentially and there is no need to sign the questionnaire.

Your assistance will be greatly appreciated in helping me to complete this phase of my program. I am enclosing a self-addressed, stamped envelope for your questionnaire, and look forward to your reply at your earliest convenience.

Cordially yours,

Alex Wasisco Jr.
Graduate Student
C.W.S.C.

Questionnaire

General Information:

Please Check:

1. Male _____ Female _____.
2. Highest Degree held: BA _____ Masters _____
Doctors _____ other (specify) _____.
3. Classification of your school: Senior High School _____
Junior High School _____ Middle School _____
Elementary School _____.
4. Are you a full time principal? _____
Part time? _____
5. Do you have a full time assistant principal?
Yes _____ No _____ Part time assistant? Yes ___ No ___

Fill in the answers:

6. Pupil enrollment in your building _____.
7. Number of years you have been a principal _____.
8. Number of years you have been a principal in your
present job _____.

Time Analysis Check-List:

Put a check in the box which approximates your own behavior for each item. For each item checked as daily, check the approximate time devoted to that particular task or activity.

Activity or Task	Average Frequency					
	Daily	Once Weekly	Once Monthly	Once a Semester	Annually	Never
1. Read about new curriculum content. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____						
2. Deal with individual student discipline problems. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____						
3. Discuss goals with department chairmen or representatives. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____						
4. Examine results of curricular experiments. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____						
5. Supervise major student activities. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____						

Activity or Task	Average Frequency						
	Daily	Once Weekly	Once Monthly	Once a Semester	Annually	Never	
6. Visit schools with new programs. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
7. Talk with state and university officials about curriculum. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
8. Study new procedures for evaluating pupil progress. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
9. Employ lay or non-professional assistants for teachers. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
10. Resolve parent-teacher conflicts. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
11. Provide technical aids for teachers. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
12. Observe classroom instruction. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							

Activity or Task	Average Frequency						
	Daily	Once Weekly	Once Monthly	Once a Semester	Annually	Never	
20. Analyze instructional costs. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
21. Arrange for demonstration of new media. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
22. Evaluate new teaching techniques and procedures. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
23. Preside at general faculty meetings. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
24. Assist in the design of research. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							
25. Interpret school policies to instructional staff. $\frac{1}{2}$ hour daily _____ 1 hour daily _____ 2-3 hours daily _____							

Time Priority Areas:

If your schedule would allow you to spend more time in the areas listed below, where do you feel that you would spend this time in your building. Using the numbers 1-5, with number one being the number one priority, rate these items.

Curriculum development _____

Discipline _____

In-service training _____

Public relations _____

Supervision of staff _____

Other (specify) _____

APPENDIX D

17226 - 129th S.E.
Renton, Washington
May 27, 1969

On May 8, I sent you a questionnaire for a study I am completing as partial fulfillment of the requirements for the Master's of Education Degree.

Your cooperation in completing and returning this questionnaire will be appreciated. If you have already completed and returned the questionnaire disregard this reminder.

Enclosed is another copy of the questionnaire and a self-addressed envelope to return your questionnaire, if you have not already done so.

Cordially yours,

Alex Wasisco Jr.
Graduate Student
C.W.S.C.