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## An Analysis of the Washington Junior High School Principal's Time Distribution

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AN ANALYSIS OF THE WASHINGTON JUNIOR HIGH SCHOOL  
PRINCIPAL'S TIME DISTRIBUTION

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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

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by  
John Karas  
July, 1970

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## CHAPTER I

### INTRODUCTION

The typical school principal very likely devotes a disproportionate amount of his time to routine clerical tasks rather than to the administrative duties that his job ideally entails. There are a variety of factors which can prevent the principal from organizing his time efficiently. Some of the factors which can contribute to this inefficiency are: (1) lack of administrative assistance, (2) shortage of adequate clerical or secretarial personnel, (3) lack of professional training, (4) lack of experience, (5) shortage of qualified teachers to build a successful staff, (6) lack of adequate physical facilities, or (7) failure of the board of education or superintendent to communicate with and direct the principal.

The writer feels it would, therefore, be of educational value to determine whether the Washington junior high school principal distributes his time equally enough to enable him to devote sufficient time to his administrative duties. If, as a result of insufficient clerical aid or other assistance, he does not equitably distribute his time, it will be pointed out in this study and possible solutions will be indicated.

## I. THE PROBLEM

In this study an analysis was made of the time distribution of the junior high school principal in the state of Washington. Included in this analysis was a compilation of the non-administrative responsibilities performed by the principal, responsibilities which indirectly caused an ineffective distribution of his time. In order to make such an investigation it was necessary to answer the following questions about Washington junior high school principals:

1. What training and experience did the principal have when selected as a principal? What was his major academic preparation?
2. What is the organization of the principal's school in terms of school enrollment, number of teachers, and grade levels included?
3. How many specialized school personnel--for example, supervisors, curriculum directors, or guidance counselors--are employed in the school system?
4. What assistance does the principal have in fulfilling his administrative duties?
5. What teaching responsibilities does the principal have?
6. What part does the principal play in the selection, supervision, and dismissal of school personnel?
7. What administrative decisions does the principal share with his faculty?
8. What other administrative responsibilities does the principal have? Are these responsibilities shared?
9. What non-administrative responsibilities does the principal have?
10. How much time does the principal spend on school related business? How is this time distributed?

On the basis of the answers to these questions, the Washington junior high school principal's manner of distributing his time to meet his varied responsibilities was determined. The Washington principal's status was then compared with that of the ideal principal in terms of his responsibilities and how he distributed his time to meet them. The principal's ideal situation was identified, described, and summarized in Chapter II of this study.

## II. DEFINITIONS OF TERMS USED

### School Administration

Administration has been defined by the experts in the field in a variety of ways. In his discussion of the nature and scope of school administration, Pittenger (13:7) defined school administration as:

. . . the selection, appointment, and assignment of the school's employed personnel, and the coordination and leadership of all school-associated personnel--employees, pupils, board members, and members of the community--in creating, executing, and improving policies which make our sound and efficient education. Personnel--its procurement, coordination, and leadership--is one main element in this definition. Policies--their creation, implementation, and improvement--comprise another. Achievement of sound educational goals is the third.

### Administrator.

That person in the school system charged with the administration of supervision and administration responsibilities of a particular unit of organization. He also carries the title "Principal".



In his book, Administration of Public Education, Kenevich (8:12-13) discusses the nature of and setting for school administration and makes the following statement concerning and definition of school administration:

School administration is defined as a process concerned with creating, maintaining, stimulating, and unifying the energies within an educational institution toward realization of the predetermined objectives.

The administrator fulfills such demands by executing policies related to organizing, allocating, and coordinating human and material resources . . . within the organization, being ever mindful of the purposes of education.

For purposes of this paper the term administration refers to the portion of administration reserved for the high school principal. Therefore, administration is defined as: The execution of policy and the exhibition of leadership in those activities dealing with the school plant, equipment and supplies, business affairs, disciplinary actions involving pupils, extracurricular duties, child accounting, public relations, certificated and non-certificated school personnel, curriculum development, and improvement of the overall educational program in the principal's individual school.

### Supervision

The experts in the field seem to be essentially in agreement concerning the definition of supervision, although the length and explicitness of their definitions may vary. Supervision is defined in the Dictionary of Education (3:400) as:

All efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.

In the Educator's Encyclopedia (4:403) the following short statement is made concerning the definition of supervision: "Supervision is the service provided for the purpose of improving teaching and learning".

In this investigation supervision is defined as the function of the high school administrator in attempting to improve the instructional program and the efforts of all who work at instruction.

#### Administrative Responsibilities

Those activities which deal primarily with the management of public relations, personnel, supervision, pupil guidance, the educational program, curriculum decision, or student activities are referred to as administrative responsibilities.

#### Non-administrative Responsibilities

Those activities which are primarily clerical or secretarial in nature or are concerned with classroom teaching or coaching duties are defined as non-administrative responsibilities.

### Junior High School Classifications

For purposes of comparison the junior high schools included in this investigation have been divided into the following classifications: (1) A junior high school, a junior high school with an enrollment of 901 or more students; (2) B junior high school, a junior high school with an enrollment between 700 and 900 students; (3) C junior high school, a junior high school with an enrollment of 699 or fewer students.

### Ideal

For purposes of this investigation, ideal refers to the qualifications or standards established by the writer in a summary of the review of the opinions of experts. This summary is presented at the conclusion of Chapter II.

### III. IMPORTANCE OF THE STUDY

This study will provide superintendents and boards of education with information concerning the scope of the principal's administrative and non-administrative responsibilities as well as the manner in which the principal must distribute his time to meet these responsibilities. Further, the study can assist junior high school principals in their attempts to secure assistance which will enable them to fulfill their administrative duties more successfully. It is hoped that this information will result in increased administrative efficiency and improved educational instruction.

#### IV. LIMITATIONS OF THE STUDY

This study is subject to the following limitations:

1. The study was limited to principals of Washington accredited public junior high schools.
2. All primary data and information was taken from the compiled results of a questionnaire developed especially for use in this study. The background and introductory information was obtained through library research.
3. The major emphasis of this study was on the principal's time distribution, not the relative importance of administrative tasks. Therefore, the writer's primary concern was whether teaching duties, clerical tasks, or other non-administrative responsibilities consumed so much of the principal's time that he was unable to devote sufficient time to other administrative responsibilities.
4. The findings of this study were based upon replies to a questionnaire, hence the validity of the conclusions is dependent upon the answers supplied by the principals who cooperated in the study. In a few instances misinterpretations may have occurred during the completion of the questionnaires.

#### V. SOURCES OF DATA

The two basic sources of information used in this investigation were library references and a questionnaire. Principals of the 173 public junior high schools in the state of Washington were sent questionnaires. A self-addressed, stamped envelope was included. Eighty-two per cent of the principals returned questionnaires. No follow-up letter or second questionnaire was sent to the principals who did not reply. The final percentage of questionnaire returns was 82.1 per cent.

The school systems from which completed questionnaires were returned were divided into three enrollment classifications to facilitate comparisons of the differences and the similarities between the school's practices and policies. The number and per cent of returns are shown in Table I.

TABLE I

NUMBER AND PER CENT OF QUESTIONNAIRES RETURNED,  
STATEWIDE AND ON A SCHOOL CLASSIFICATION BASIS

Class of junior high school	Number of questionnaires sent	Number of questionnaires returned	Per cent of questionnaires returned
A	59	47	79.7
B	60	48	80.0
C	54	47	87.0
Totals	173	142	82.1

## VI. TREATMENT OF DATA

The literature was analyzed by the writer to draw an ideal picture of the principal's duties and responsibilities and the manner in which he should distribute his time to satisfy the demands of these duties. An analysis was also made of the results that have been obtained by fellow researchers from comparable studies in states other than Washington.

The information received on the questionnaire was utilized in the following ways:

1. Totals were treated on a percentage basis to determine the typical answer to each of the questions involved in the study.
2. Comparisons were drawn between the typical practices and policies in the three classifications of schools: (a) those with total enrollment up to and including 699, (b) those with total enrollment between 700 and 899 students, and (c) those with total enrollment of 900 or more students.
3. Comparisons have been drawn between the typical time distribution of Washington junior high school principals and the ideal principal's time distribution as established in the review of literature in Chapter II.

## VII. OVERVIEW OF STUDY

Included in this chapter is a brief introduction and statement of the problem, its importance and limitations, and the sources and treatment of data. Also included is a definition of terms used and a report on the percentage of questionnaire returns on both a total and a classification basis.

Chapter II consists of a brief report on contemporary related studies in other states and a review of the literature relating to the principal's duties and responsibilities. On the basis of this review an ideal listing of the duties and responsibilities of the principal and how he should allot his time to meet them was made.

School organization is discussed in Chapter III. Consideration is given to the size of school and number of teachers, to the number and the nature of specialized school personnel employed, and to whether or not the principal has administrative assistants. The professional preparation of the principal is also discussed in this chapter.

The principal's non-administrative responsibilities is the topic of Chapter IV. Included among the non-administrative responsibilities are such activities as coaching, teaching, and clerical work.

Three areas of the principal's administrative responsibilities are discussed in Chapter V. These areas of responsibility are : (1) personnel management, (2) planning in such areas as schedules, curriculum, extracurricular activities, and textbook selection, and (3) administrative responsibilities of the principal.

The primary item of consideration in the discussion of the principal's time distribution in Chapter VI is the percentage of time the principal spends in his different areas of responsibility. The remaining portion of this chapter is devoted to the principal's weekly time distribution, including weekend and evening hours. Brief consideration is also given to the length of the principal's yearly contract.

Included in Chapter VII is a recommended time distribution for the typical Washington junior high school principal. In addition, areas to which the Washington principal devotes excessive time and areas to which the Washington principal devotes an insufficient amount of time are discussed.

Chapter VIII includes a summary of the procedures followed in the study, a report on the findings, and some conclusions drawn by the writer regarding the results of the study.



## CHAPTER II

### REVIEW OF THE LITERATURE

Because of the numerous, changing demands upon the principal it is difficult for him to establish a rigid time allotment for his various responsibilities; nevertheless, daily and weekly schedules are useful aids to the principal, aids without which his efforts may be misdirected and chaotic. Each principal's situation is different and varies from that of his counterparts for a variety of reasons, among which are the following: (1) the principal may lack adequate clerical or secretarial assistance, (2) the principal may have classroom responsibilities or coaching duties, (3) the system in which the principal works may or may not employ supervisors, (4) full-time guidance personnel or counselors may not be available to work with students, (5) the system may employ a separate full-time curriculum director, (6) the number of pupils the principal is in charge of may vary from twenty-five or fewer to several thousand, or (7) the number of teachers the principal is in charge of may range from two to eighty or more.

Kyte (9:88-89) briefly discusses the problem the principal encounters in achieving an equitable distribution of his time. He says that the average principal's plan

for the distribution of his working time approximates a more desirable distribution than his practice. The three basic causes he gave for this were as follows: (1) teaching responsibilities reduce the time which the principal can devote to supervision, (2) various conditions necessitate a modification of the ideal distribution of the principal's time, for example, at the beginning of the school year and at its close problems of organization require him to devote more time to administration than he would spend during the average school week, and (3) often supervisory and administrative functions are curtailed because the principal is compelled to do the necessary clerical work of the school because he lacks adequate clerical assistance.

Keeping these difficulties in mind, the writer has attempted, through a review of the literature and expert opinion, to recommend an ideal time distribution for the junior high school principal. The time distribution of the Washington junior high school principal was then compared with the ideal distribution as a basis for suggestion and recommendations.

## I. REVIEW OF RELATED STUDIES

A number of similar investigations have been carried out in states other than Washington revealing data comparable

to data gathered in this study. Portions of these investigations are included to show similarities between the findings of other researchers and the findings of this writer and to lend strength to the determination of the ideal time distribution for the junior high school principal.

#### Massachusetts Study

A study of all high schools in the state of Massachusetts showed that over 60 per cent of their principals hold the Master's degree, less than 2 per cent hold a Doctorate and less than 2 per cent do not have a Bachelor's degree. The study also indicated that about 40 per cent of the principals were required to teach at least part time. (11:30-32)

#### Arkansas Study

High school principals in Arkansas were found, in a 1954 study, to be devoting a very small proportion of their time to supervision and to the improvement of instruction. Thus they were neglecting one of the most important functions of the principal. The neglect of this responsibility resulted primarily from the disproportionate amount of time which the principal spent on routine clerical work. It was recommended in this study that boards of education make

available to the principal competent assistants to handle much of the routine clerical work, thereby freeing him for more important administrative duties. (10:26-28)

### Oregon Study

The medium contract length for secondary school principals in Oregon in 1955 was found to be one year. Moreover, there was only one chance in three of his holding a larger term working agreement. The principals were contracted for an average of 10.3 months. Principals of first class districts generally held a longer contract than those of second and third class districts. Slightly over 80 per cent of the principals held the Master's degree and an additional 16 per cent were engaged in a program leading to the Master's degree. Only 7 per cent of Oregon's principal's were required to teach as much as one-half day. (12:76-82)

### Texas Study

In 1958 most Texas senior high school principals were found to hold a Master's degree and, in addition, to have done some graduate study beyond the Master's. The principal's average work day was found to be 9.3 hours. He divided his day in the following manner; 43.4 per cent for

administration, 13.9 per cent for pupil personnel administration, 14.1 per cent for improvement and supervision of instruction, 12.1 per cent for community relations. (2:45-48)

### Tennessee Study

A 1960 study was conducted in Tennessee to determine the time distribution which high school principals recommended for their various duties. The principal's duties and their proportional time allotments were divided into eight separated categories. Their recommendations were as follows: administration should be allotted 35.66 per cent of the principal's time; supervision, 29.20 per cent; guidance activities, 13.26 per cent; public relations, 9.71 per cent; research, 6.98 per cent, clerical work, 2.01 per cent; teaching 1.35 per cent; and miscellaneous, 1.63 per cent. The majority of the principals indicated that they were unable even to approximate the desirable time distribution. (1:83)

### Iowa Study

In 1960 a questionnaire study concerning the main jobs of the principal was conducted among the senior high school principals of Iowa. A sampling of seventy-two principals were sent questionnaires. The principals were asked to list what they considered to be their three main

jobs. The eight most frequently mentioned jobs were the following:

1. Teaching supervision.
2. Construction of curriculum.
3. Providing educational leadership.
4. Public relations.
5. Securing adequate staff.
6. Coordination of curricular and extracurricular activities.
7. Student registration and building schedule.
8. In-service training. (15:75-76)

## II. SPECIFIC RESPONSIBILITY AREAS OF THE PRINCIPAL

The writer established, through a review of the writings of authors in the field of school administration and the advise of professional educators, six specific responsibility areas into which the majority of the principal's duties and responsibilities may be fitted. The responsibility areas are as follows: (1) supervision, (2) administration, (3) public relations, (4) counseling and discipline, (5) teaching, and (6) clerical work.

### Supervision

The principal's responsibility for supervision is discussed first because the majority of the authors in the field consider it to be one of the most important duties of the principal. Kyte (9:32) has stated:

In so much as the improvement of teaching is second only to the improvement of learning, the supervisory function is the principal's most important responsibility. His duties under this head include supervision

of classroom management, instructional procedures, individual pupil adjustment, and individual teacher development. Therefore he must develop continuously in his professional knowledge of, skill in, and appreciation of the supervisory techniques at his command . . . . .

From the long list of supervisory duties the principal has, it is immediately apparent that the principal must spend a great deal of his time in this area of supervision. Kyte (9:88) indicates that the principal ideally should spend 55 per cent of his time engaged in supervisory activities. The recommendation of Jacobson, Reavis, and Logsdon (5:17) is that the principal spends at least 37 per cent of his time in supervision and related activities.

### Administration

The administrative duties of the principal have been defined by Grieder, Pierce, and Rosenstengal (4:265) as follows: "The principal should be recognized as an instructional leader, staff officer, and as the dean of his faculty. He also has line functions in that he is the administrative officer to whom all teachers are directly responsible."

Grieder, Pierce, and Rosenstengel (4:266) also indicated that the principal's primary administrative responsibility is to the instructional program. They state:

The position of the principal in the instructional program has developed to a great extent during the past fifty years. In a modern school the principal is held responsible to a considerable degree for improving the

instruction program in his school. He has not only some responsibility for stimulating teacher growth and improvement in his school, but also the responsibility of securing maximum services from the supervisors. He must coordinate the work of the staff officers with the instructional program in his particular school. Even in schools where full-time coordinators are employed, the principal has to keep in close touch with the instructional program.

The portion of time the principal must devote to his administrative duties appears to be dependent upon the size of his school system and the amount of assistance he has. Jacobson, Reavis, and Logsdon (6:17) indicate that the principal should allot approximately 24 per cent of his time to administrative duties and Kyte (9:88) has listed 25 per cent as being the ideal amount of time the principal should devote to administrative activities.

### Public Relations

The specific responsibilities of the principal in the public relations program are identified by Kindred who states, "The leadership and direction of the program in the individual school are the responsibilities of the principal." Kindred (7:408-409) lists eleven ways in which the principal carries out his public relations responsibilities. They are as follows:

1. Developing with his staff a program that fits into the frame of the general policy.
2. Adopting the program to the needs and conditions of the area served by his school.
3. Establishing a plan of organization and assigning responsibilities to personnel.



4. Directing the in-service training of staff members.
5. Engaging in the activities assigned to him in the program.
6. Administering directives from the superintendent and his associates.
7. Locating trouble spots and furnishing essential information to the superintendent.
8. Conducting a continuing survey of community attitudes, needs and opinions.
9. Encouraging responsible individuals and groups to make use of the plant and its facilities.
10. Taking initiative and cooperating in projects for the improvement of community living.
11. Carrying out recommended procedures for estimating the worth of the program.

As far as the percentage of time the principal should spend is concerned, Kyte (9:88) has recommended that the principal should allot 10 per cent of his time to public relations. Jacobson, Reavis, and Logsdon (6:17) recommended an allowance of 11 per cent of the principal's time for community relations.

#### Counseling and Discipline

The time the principal must allot for counseling and disciplinary activities obviously depends on whether or not the system employs full-time or part-time guidance and counseling persons. The principal is, however, expected to maintain discipline in the school. Hunt and Pierce (4:232), when referring to the prevailing concept of the principal's status, stated that, "He is generally regarded as acceptably proficient in keeping discipline in his school . . . ."

## Teaching

The decision as to whether or not the junior high school principal should teach ordinarily depends upon the size of the school and the instructional budget of the school district. It is generally held that the most effective principal is a non-teaching principal since principals with part-time or full-time teaching responsibilities are distinctly handicapped in planning schedules which compare favorably with the schedules of non-teaching principals. Even the smaller size of the teaching principal's school does not compensate sufficiently for the difference in his assignment (9:98).

The importance attached to the freedom of the principal from teaching duties is pointed out by Hunt and Pierce (5:243), who state:

One of the recognized stages of improvement of the principalship was freeing the principal from teaching duties to provide him with time to supervise instruction. Of course, some small schools still have principals teaching full-time, and in others they are teaching part of the time . . . . Freedom from scheduled teaching duties is and should continue to be a desirable goal . . . .

The feeling of the experts in school administration is that the junior high school principal, except in very small schools or in an emergency substitute capacity, should not be required to teach classes. Jacobson, Reavis, and Logston (6:17) set 2.6 per cent of the principal's time as the maximum the principal should spend in teaching activities.

### Clerical Work

Assuming that the principal is considered as more than a super clerk and that he is to be the administrative head of the individual school, it is generally held that the principal needs clerical assistance. From the turn of the century the need for clerical help in the principal's office has been recognized. The first relief for the principal from clerical routine was secured by using substitute teachers on a part-time basis (6:572).

With adequate clerical assistance the principal is able to divert his efforts from routine clerical activities to more important administrative duties, especially to supervisory activities which are badly needed in districts not employing full-time supervisors (9:88).

### III. PRINCIPAL'S RECOMMENDED TIME DISTRIBUTION

In recommending an ideal time distribution for a junior high school principal, it must be kept in mind that the principal's situation will vary in terms of his duties, status, and number of assistants. Because of this the writer has first defined the situation of the typical principalship in the state of Washington and then made recommendations as to the ideal distribution of time for the Washington principal.

### Situation of Principal

The recommendations in this study are for the typical Washington junior high school principal whose position is characterized by the following conditions:

1. A three year junior high school, grades seven through nine.
2. An enrollment of 800 students.
3. Full-time teachers--thirty-six.
4. Part-time teachers--two.
5. Guidance and counseling person full-time.
6. Full-time clerical assistance.
7. Supervisors--one half-time.
8. Curriculum director--full-time.
9. Principal's teaching responsibilities, none, except emergency substitute teaching for one or two periods.
10. Principal's coaching duties, none.

### Recommended Time Distribution

On the basis of the review of literature, discussion with experts in the field, and the writers limited personal experience, the following recommendations are made concerning time allotments to the areas of the principal's responsibility:

1. Supervision . . . . .	30-35 per cent
2. Administration . . . . .	25-30 per cent
3. Public Relations . . . . .	10-15 per cent
4. Discipline and Counseling . . . . .	10-15 per cent
5. Clerical Work . . . . .	3-4 per cent
6. Teaching . . . . .	2-3 per cent
7. Miscellaneous . . . . .	0-5 per cent

## CHAPTER III

### THE PRINCIPAL'S PREPARATION, SCHOOL AND STAFF

It is difficult to analyze the time distribution of the principal without first knowing the status of the principal and the conditions under which he works. For this reason the purpose of this chapter is to determine the status of the principal in the Washington public junior high school and the conditions regarding his school and staff. To do this the following specific questions need to be answered:

1. What is the highest academic degree the principal holds? What was his major undergraduate field of preparation?
2. How many years of teaching experience did the principal have when selected as a principal?
3. What is the organizational pattern of the junior high school in which the principal is employed? What is the enrollment of the school?
4. How many specialized school personnel, for example, supervisors, guidance persons, or curriculum directors, are employed by the school?
5. What assistance does the principal have in meeting the demands of his responsibilities? Does he have clerical assistance? Does he have administrative assistance?

The questionnaires completed and returned by cooperating principals contained twelve items pertaining to the questions listed above. These items are analyzed in the discussion which follows. The discussion is divided into the following topics: (1) the principal's status, (2) the

status of the school, (3) the status of the staff, and  
(4) summary and conclusions.

## I. THE PRINCIPAL'S STATUS

### Academic Degree

The data with regard to the highest academic degree held by each of the Washington junior high school principals who cooperated in the investigation are presented in Table II. The majority of the principals, 111 out of 142 or over 78 per cent, indicated that they hold the Master's degree. Only five of the 142 cooperating principals reported that they hold a degree other than a Master's or a Bachelor's.

TABLE II  
PROFESSIONAL PREPARATION OF,  
WASHINGTON JUNIOR HIGH SCHOOL PRINCIPALS

Class of Principal's Junior High School	B.S. B.A.	M.S. M.A.	Other	Totals
A . . . . .	8	37	2	47
B . . . . .	9	37	2	48
C . . . . .	9	37	1	47
All Schools . .	26	111	5	142

Field of Preparation

Washington junior high school principals completed their undergraduate work in a wide variety of fields as is indicated in Table III. Social Studies was most frequently reported by the principals as their major undergraduate field of preparation. Social Studies was followed by Science, Physical Education, and Mathematics in that order as the next most frequently reported fields of preparation. Eighteen of the 142 cooperating principals did not report their field of preparation.

TABLE III  
 FIELDS OF PREPARATION OF,  
 WASHINGTON JUNIOR HIGH SCHOOL PRINCIPALS

Major Field	A Schools	B Schools	C Schools	Totals
Social Studies	18	12	16	46
Physical Education	7	4	5	16
Science	5	9	2	16
Mathematics	4	2	9	15
English	3	6	2	11
Industrial Arts	0	5	0	5
Other	5	6	4	15
No Reply	5	4	9	18
<b>Totals</b>	<b>47</b>	<b>48</b>	<b>47</b>	<b>142</b>

### Principal's Teaching Experience

Data concerning the principal's teaching experience are presented in Table IV. The number of years of teaching experience the principal had before being selected as a principal ranged from three years for some principals to forty-one years for one principal in an A school. Principals in A schools had the highest average number of years of experience, reporting 18.3 years; principals of class C schools had an average of 17.6 years; and principals of class B schools had an average of 15.7 years.

TABLE IV  
NUMBER OF YEARS OF TEACHING EXPERIENCE

Class of Junior High School Principal	Minimum Number	Maximum Number	Average Number
A . . . . .	5	41	18.3
B . . . . .	3	40	15.7
C . . . . .	4	40	17.6
Average of all Principals	4	40	17.2



## II. THE STATUS OF THE SCHOOL

The organization patterns of Washington junior high schools are shown in Table V. The most frequently reported organizational pattern was a three-year junior high school, encompassing grades seven through nine. The second most frequently mentioned organizational pattern was a two-year junior high school, including grades seven and eight.

TABLE V  
ORGANIZATION PATTERNS OF,  
WASHINGTON JUNIOR HIGH SCHOOLS

Organization Pattern	A Schools	B Schools	C Schools	Totals
Grades 7-9	44	42	33	119
Grades 6-8	1	2	4	7
Grades 7-8	0	4	6	10
Others	2	0	4	6
<b>Totals</b>	<b>47</b>	<b>48</b>	<b>47</b>	<b>142</b>

### School Enrollment

According to the reports of the principals of the state, the variation in junior high school enrollments ranged from a high of 1,730 students in one school to a low of 100 students in another school. The enrollments of Washington

junior high schools are shown in Table VI. The average enrollment of the forty-seven A schools of the state was 1,128 pupils; the average enrollment of forty-eight B schools was 805 pupils; the average enrollment of forty-seven C schools was 805 pupils. The average pupil enrollment of the 142 Washington junior high schools in the study was 805 pupils per school.

TABLE VI  
ENROLLMENT

Class of Junior High School	Minimum	Maximum	Average
A . . . . .	905	1,730	1,128
B . . . . .	700	900	805
C . . . . .	100	685	482
Average of all schools			805

### III. THE STATUS OF THE STAFF

#### Number of Teachers

The cooperating principals were asked to indicate on the questionnaire the number of full-time and part-time teachers employed in their schools. The number of full-time and part-time teachers in each of the three school classifications is shown in Table VII, on page thirty.

TABLE VII  
 NUMBER OF FULL-TIME AND PART-TIME TEACHERS IN,  
 WASHINGTON JUNIOR HIGH SCHOOLS

	<u>Classification of Junior High School</u>		
	A	B	C
<b>Full-time Teachers</b>			
Fewest Per School	37	28	4
Highest Per School	73	48	34
Average Number Per School	49.9	37.0	21.2
<b>Part-time Teachers</b>			
Fewest Per School	0	0	0
Highest Per School	4	8	15
Average Number Per School	1.3	1.9	3.6
Average Number Full-time Teachers in All Washington Junior High Schools			36.0
Average Number Part-time Teachers in All Washington Junior High Schools			2.3

### Full-time Teachers

The fewest full-time teachers reported in any C school was four; the fewest in any B school was twenty-eight; and the fewest reported in an A school was thirty-seven. The number of full-time teachers per school ranged from a high of seventy-three in one A school, to a low of four in one class C school. The average number of full-time

teachers in all Washington junior high schools was 36.0 teachers per school.

### Part-time Teachers

Thirty-four of the cooperating principals reported that their schools employed no part-time teachers. The remaining 108 principals reported that they did employ one or more part-time teachers. The A schools were reported to employ an average of 1.3 part-time teachers per school; the B schools were reported to employ an average of 1.9 part-time teachers per school, and the class C school principals reported an average of 3.6 part-time teachers per school. The average number of part-time teachers in all Washington junior high schools was 2.3 per school.

### Specialized Personnel

The questionnaire completed by the cooperating principals contained a number of specific questions pertaining to such specialized personnel as supervision, guidance and counseling persons, and curriculum directors. They were asked whether the system employed full-time people to fulfill the above named positions. The results are shown in Table VIII on page thirty-two.

TABLE VIII

NUMBER OF WASHINGTON JUNIOR HIGH SCHOOLS IN WHICH,  
SPECIALIZED SCHOOL PERSONNEL ARE EMPLOYED

Question	Class of Junior High School	Yes	No	No Response	Total
Does your system employ full-time supervisors?	A	35	8	4	47
	B	37	9	2	48
	C	21	19	7	47
	Total	93	36	13	142
Does your system employ a person for full-time guidance and counseling?	A	46	0	1	47
	B	46	2	0	48
	C	40	5	2	47
	Total	132	7	3	142
Does your system have a separate full- time curriculum director?	A	39	6	2	47
	B	39	8	1	48
	C	27	15	5	47
	Total	105	29	8	142

### Supervisors

Washington junior high school principals seem, in the majority of cases, to have full-time supervisory assistance.

Thirty-seven principals in the B schools reported that they had full-time supervisors; thirty-five in the A schools; and twenty-one in the C schools. Thus ninety-three out of 142 or more than 65 per cent of the Washington junior high schools had full-time supervisors.

#### Guidance and Counseling Persons

Guidance and counseling persons are the most prevalent specialized school personnel in Washington junior high schools. Principals in the forty-seven A schools and forty-eight B schools reported forty-six full-time guidance and counseling persons. Principals in the forty-seven C schools reported forty full-time guidance and counseling persons.

#### Curriculum Directors

Thirty-nine of the cooperating principals in the class A and B schools reported having full-time curriculum directors. The proportion of schools in which curriculum directors are employed is considerably less in the C class schools. Of the forty-seven C school principals cooperating in the study, twenty-seven reported full-time curriculum directors.

#### Staff Assistants

The nature and number of clerical assistants and administrative assistants available to Washington junior

high school principals are shown in Table IX on page thirty-five. Table IX contains two questions; the first question requested that the principals indicate whether they have full-time or part-time clerical help. The second question requested the principals to indicate the nature of their administrative assistance.

### Clerical Help

The amount of clerical help the principal is provided in Washington junior high schools did not seem to depend to a large extent upon the size of the school. Of the 132 principals reporting full-time clerical help, forty-two were in the A schools; forty-six principals of B schools reported that they had full-time clerical help; and forty-four principals of C schools indicated that they had full-time clerical assistance. Fewer or less than 5 per cent, of the principals reported that they had part-time clerical assistance. Only one of the principals in A schools, two of the principals in B schools, and none of the principals in C schools reported lack of any type of clerical assistance,

### Administrative Assistance

A large majority, 85 per cent, of the Washington junior high school principals reported that they had administrative assistance. Twenty-one of the principals reported

TABLE IX

NUMBER OF CLERICAL AND/OR ADMINISTRATIVE ASSISTANTS  
AVAILABLE TO WASHINGTON JUNIOR HIGH SCHOOLS

Questions	Class of Junior High Schools			Totals
	A	B	C	
Do you have clerical or secreterial help?				
Full-time	42	46	44	132
Part-time	4	0	3	7
Student	0	0	0	0
None	1	2	0	3
<b>Totals</b>	<b>47</b>	<b>48</b>	<b>47</b>	<b>142</b>

Do you have administrative assistance?

Assistant Principal	46	46	29	121
Department Heads	0	0	2	2
None	1	1	16	18
Other	0	1	0	1
<b>Totals</b>	<b>47</b>	<b>48</b>	<b>47</b>	<b>142</b>



that they did not have assistant principals to aid them in discharging their administrative duties. Of these twenty-one principals all but two were found in C schools.

#### IV. SUMMARY AND CONCLUSIONS

From the foregoing discussion it is possible to draw several conclusions concerning the Washington public junior high school principal, the school in which he is employed, and the status of his staff. First, the principal is most likely to hold the Master's degree. He may only hold a Bachelor's degree, but it is highly unlikely that he will hold a degree higher than a Master's.

Second, the principal will most typically have done his undergraduate preparation in one of the following four fields: (a) Social Studies, (b) Science, (c) Physical Education, or (d) Mathematics.

Third, the principal will have on the average, 17.2 years of teaching experience. His number of years of experience may vary from three to forty-one years.

Fourth, the organizational pattern of the school in which the principal is employed is most typically three-years, encompassing grades seven through nine.

Fifth, the school in which the principal is employed will have an enrollment averaging 805 students. However, the number of pupils may vary from 100 to 1,730.

Sixth, the average number of full-time teachers in a Washington junior high school is 36.0 although the school may have as many full-time teachers as seventy-three or as few as four.

Seventh, the average number of part-time teachers in a junior high school in Washington is 2.3 although the school may employ as many as fifteen or as few as none.

Eighth, it was found that a large majority of the schools reporting have either a full-time supervisor, guidance and counseling person, or a curriculum director.

Ninth, in all schools the principal will probably have full-time clerical help, if not he will have part-time or student clerical help.

Tenth, the principal will most likely have administrative assistance of some type.

## CHAPTER IV

### THE PRINCIPAL'S NON-ADMINISTRATIVE RESPONSIBILITIES

The analysis of the junior high school principal's time distribution requires some knowledge of the duties and responsibilities to which he is obligated. In this chapter the non-administrative duties and responsibilities assigned to Washington junior high school principal's are explored. The discussion in this chapter is divided into the following four main areas; (1) the principal's teaching responsibilities, (2) the principal's coaching responsibilities, (3) specified non-administrative responsibilities of the principal, and (4) summary and conclusions.

#### I. PRINCIPAL'S TEACHING RESPONSIBILITIES

##### Regular Classroom Duties

The data dealing with the number of Washington junior high school principals assigned regular classroom duties and the extent of these classroom duties are presented in Table X on page thirty-nine. Forty-six of the forty-seven principals in A schools reported they had no regular classroom duties; none of the forty-eight principals in B schools reported regular classroom duties; only two of the forty-seven principals in C schools reported that they had

regular classroom responsibilities. Only one principal indicated that he was assigned to one-half day of regular classroom duty. All but three reported they had no classroom teaching duties.

TABLE X  
REGULAR CLASSROOM RESPONSIBILITIES

Question	Class of Junior High School	Full- time	Half- time	Two Periods	One Period	None
Do you have regular classroom responsi- bilities?	A	0	0	0	1	46
	B	0	0	0	0	48
	C	0	1	0	1	45
Totals		0	1	0	2	142

#### Substitute Teaching Duties

The questions pertaining to the substitute teaching responsibilities of the principals are shown in Table XI on page forty. The principals were asked if they substituted for teachers under each of the following three conditions:

- (1) when the teacher planned to be absent for a full day,
- (2) when the teacher was absent for one-half day, and
- (3) when the teacher was absent for one or two periods.

TABLE XI  
SUBSTITUTE TEACHING RESPONSIBILITIES

Questions	Class of Junior High School	Yes	No	No Response	Total
Do you substitute for teachers who are absent for full days?	A	8	31	8	47
	B	3	31	14	48
	C	5	31	11	47
	Total	16	93	33	142
Do you substitute for teachers who are absent for half days?	A	9	32	6	47
	B	5	30	13	48
	C	8	31	8	47
	Total	22	93	27	142
Do you substitute for teachers who are absent for one or two periods?	A	9	35	3	47
	B	18	26	4	48
	C	21	24	2	47
	Total	48	85	9	142

#### Substitute for Full Days

Sixty-five per cent of the principals, reported that they would not, or at least it was not their policy to, substitute for teachers who planned to be absent for full days.

### Substitute for Half-Days

The majority, over 70 per cent, of the principals in A schools reported that they did not teach in a substitute capacity for teachers who planned to be absent for as much as one-half day. Over one-half of the principals in B schools, thirty out of forty-eight cooperating principals, reported that they would not substitute for teachers who were absent for one-half day. The majority of all C schools reported they did not substitute for half-day absentees in the teaching staff.

### Substitute for One or Two Periods

It is more common for Washington junior high school principals to substitute teach for members of their staff who are absent for only one or two periods than if they were absent a full-day or for a half-day; of the 142 principals who answered this question, forty-eight reported that it was their policy to substitute for teachers who were absent for only one or two periods.

## II. THE PRINCIPAL'S COACHING RESPONSIBILITIES

The question concerning the coaching responsibilities of the principal is shown in Table XII on page forty-two. The principals were asked to indicate whether they coached any

TABLE XII

NUMBER OF WASHINGTON JUNIOR HIGH SCHOOL PRINCIPALS,  
WITH REGULAR COACHING DUTIES

Question	Class of Junior High School	Yes	No	No Response	Total
Do you coach any school athletic team?	A	0	46	1	47
	B	1	46	1	48
	C	3	43	1	47
Total		4	135	3	142

school athletic teams. It was noted, that in the large majority of instances they do not coach. Only four of the 142 reported principals indicated that they had coaching responsibilities. Three of the four were C school principals, one B school principal, and none of the A school principals reporting indicated coaching duties.

### III. PRINCIPAL'S SPECIFIED NON-ADMINISTRATIVE DUTIES

The questionnaire contained a list of twelve specified non-administrative responsibilities; the principals were requested to indicate whether they had sole responsibility or shared responsibility for each of the specified areas. The writer assumed that principals who

did not mark either had no responsibility in this area. The compiled replies from the 142 principals who answered this question are shown in Table XIII.

TABLE XIII

THE NUMBER OF PRINCIPALS ASSIGNED TO,  
NON-ADMINISTRATIVE RESPONSIBILITIES IN  
ONE HUNDRED FORTY-TWO WASHINGTON JUNIOR HIGH SCHOOLS

Responsi- bility Area	Principal Has Sole Responsibility	Number of Principals	
		Principal Shares Responsibility	Principal Has No Responsibility
School Drives	14	85	43
Banking School	9	63	70
Greeting Visitors	7	104	31
Posting Books	7	63	72
Daily Attendance Reports	4	61	77
Money Counting	4	56	82
School Lunch Supervision	3	98	41
Writing Pupil Excuses	3	79	60
Delivering Supplies	2	68	72
Typing Correspondence	2	60	80
Answering Phone	1	85	56
Health Clinics	1	64	77



The responsibility area for which the most principals indicated sole responsibility was that of school drives. The next three non-administrative responsibility were: (1) banking school funds, (2) greeting visitors, and (3) posting books.

The fewest number of principals reported sole responsibility for the area of health clinics and answering phones. Delivering supplies and typing correspondence were two additional areas in which few principals reported sole responsibility.

The area in which the greatest number of principals reported no responsibility was that of money counting and typing correspondence. Most stated that this is taken care of by the clerical and secretarial help.

#### Non-administrative Duties in A Schools

Information concerning the non-administrative duties of the principals of A schools is presented in Table XIV on page forty-five. A small minority of the principals of A schools reported sole responsibility for any of the non-administrative duties listed in the questionnaire. In only three areas did two or more principals of A schools report sole responsibility; these areas were posting books, banking school funds, and school drives.

TABLE XIV

THE NUMBER OF PRINCIPALS ASSIGNED TO,  
NON-ADMINISTRATIVE RESPONSIBILITIES IN,  
FORTY-SEVEN WASHINGTON JUNIOR HIGH SCHOOLS

Responsi- bility Area	<u>Number of Principals</u>		
	Principal Has Sole Responsibility	Principal Shares Responsibility	Principal Has No Responsibility
Posting Books	3	19	25
School Drives	2	27	18
Bank School Funds	2	21	24
School Lunch Supervision	1	36	10
Greeting Visitors	1	35	11
Typing Correspondence	1	20	26
Daily Attendance Reports	1	20	26
Delivering Supplies	1	20	26
Answering Phones	0	26	21
Writing Pupil Excuses	0	22	25
Health Clinics	0	20	27
Money Counting	0	17	30

### Non-administrative Duties in B Schools

The information pertaining to non-administrative duties of the principals of B schools is shown in Table XV on page forty-seven. Washington junior high school principals of B schools reported sole responsibility for four of the specified non-administrative responsibility areas.

These areas were as follows: (1) banking school funds, (2) school drives, (3) greeting visitors, and (4) posting books.

Twenty-nine of the principals of B schools reported that they had no responsibility for the counting of money. No less than twenty principals reported no responsibility in each of the following areas: (1) health clinics, (2) typing correspondence, (3) daily attendance, (4) delivering supplies, (5) banking school funds, (6) posting books, (7) answering phones, and (8) writing pupil excuses. Fifty per cent of the principals of B schools reported that they shared responsibility in six of the twelve specified non-administrative responsibility areas.

### Non-administrative Duties in Class C Schools

The data pertaining to the specified non-administrative responsibilities of the forty-seven principals of class C junior high schools is presented in Table XVI on page forty-eight.

TABLE XV

THE NUMBER OF PRINCIPALS ASSIGNED TO,  
NON-ADMINISTRATIVE RESPONSIBILITIES IN,  
FORTY-EIGHT WASHINGTON JUNIOR HIGH SCHOOLS

Responsi- bility Area	Principal Has Sole Responsibility	Principal Shares Responsibility	Principal Has No Responsibility
Greeting Visitors	3	34	11
School Drives	3	31	14
Banking School Funds	3	21	24
Posting Books	2	24	22
Daily Attendance Reports	1	21	26
Typing Correspondence	1	20	27
Money Counting	1	18	29
School Lunch Supervision	0	33	15
Writing Pupil Excuses	0	28	20
Answering Phones	0	26	22
Delivering Supplies	0	22	26
Health Clinics	0	20	28

TABLE XVI

THE NUMBER OF PRINCIPALS ASSIGNED TO,  
NON-ADMINISTRATIVE RESPONSIBILITIES IN,  
FORTY-SEVEN WASHINGTON JUNIOR HIGH SCHOOLS

Responsi- bility Area	Principal Has Sole Responsibility	Principal Shares Responsibility	Principal Has No Responsibility
School Drives	9	27	11
Banking School Funds	4	21	22
Greeting Visitors	3	35	9
Writing Pupil Excuses	3	29	15
Money Counting	3	21	23
School Lunch Supervision	2	29	16
Posting Books	2	20	25
Daily Attendance Reports	2	20	25
Answering Phones	1	33	13
Delivering Supplies	1	26	20
Health Clinics	1	24	22
Typing Correspondence	0	20	27

The area in which the greatest number of principals reported sole responsibility was that of school drives. The majority of the principals of class C schools reported either sole responsibility or shared responsibility for nine of the twelve specified non-administrative responsibilities. The area in which the principals of class C schools most frequently reported shared responsibility was greeting visitors.

#### IV. SUMMARY AND CONCLUSIONS

Several conclusions concerning the assigned non-administrative duties of the Washington junior high school principals are evident from these data. First, principals most commonly were assigned no regular teaching duties.

Second, most Washington junior high school principals do not make it a practice to substitute for teachers who are absent for full days. Two-thirds of the principals do not substitute when a teacher is absent for a half-day. One-third of the principals reported that they would substitute for teachers who were absent for one or two periods.

Third, it is not common for Washington junior high school principals to be assigned coaching duties. Four

of the cooperating principals reported that they had regular coaching duties.

Fourth, principals of all three classifications were assigned non-administrative duties. However, principals in the small schools had sole responsibility for many of the non-administrative duties more frequently than did their counterparts in the larger schools.

## CHAPTER V

### THE PRINCIPAL'S ADMINISTRATIVE RESPONSIBILITIES

An adequate analysis of the Washington junior high school principal's time distribution is incomplete without some consideration of his administrative duties. Therefore, this chapter is devoted to a discussion of these administrative responsibilities. The discussion is divided into four general areas: (1) personnel administrative duties, (2) faculty-shared administrative duties, (3) specified administrative duties assigned to principals, and (4) summary and conclusion.

#### I. PERSONNEL ADMINISTRATION DUTIES

The questionnaire included a three part question concerning whether the principal participated in the selection, supervision, and dismissal of school personnel. Table XVII on page fifty-two summarizes the responses of principals concerning these responsibilities.

##### Selection of Personnel

Teacher. A small minority of the principals reported that they did not participate in the selection of teachers.



TABLE XVII

PERSONNEL ADMINISTRATION RESPONSIBILITIES OF,  
WASHINGTON JUNIOR HIGH SCHOOL PRINCIPALS

Question	Number A Principal		Number B Principal		Number C Principal		Number Washington Junior High School Principal	
	Do	Do Not	Do	Do Not	Do	Do Not	Do	Do Not
	In which of the follow- ing do you participate?							
Selecting								
Teachers	44	30	45	3	47	0	136	6
Custodians	16	31	27	21	24	23	67	75
Clerical Help	44	3	46	2	43	4	133	9
Supervising								
Teachers	46	1	48	0	47	0	141	1
Custodians	35	12	41	7	39	8	115	27
Clerical Help	46	1	46	2	46	1	138	4
Dismissing								
Teachers	44	3	44	4	43	4	131	11
Custodians	23	24	33	15	28	19	84	58
Clerical Help	44	3	46	2	41	6	131	11

Of the six principals, who reported that they did not participate in the selection of teachers, three were principals in A schools; the other three were in the B schools.

Custodians. Only one-half of the principals of B and C schools reported that they participated in the selection of custodians, while nearly two-thirds of the principals of class A schools do not share this responsibility. A slight majority of all the principals reporting do not assist in custodial selection.

Clerical help. A majority of all principals reported that they participated in the selection of clerical help.

#### Supervision of Personnel

Teachers. Almost without exception the junior high school principals of Washington participate in the supervision of the teachers in their school. Only one of the cooperating principals reported that he did not supervise teachers.

Custodians. All but twenty-seven of the cooperating principals reported that they supervised the custodians. Of these twenty-seven, twelve were principals of A schools, seven were principals of B schools, and eight were principals of C schools.

Clerical help. Over 97 per cent of the principals who answered the questionnaire indicated that they do supervise clerical help.

### Dismissal of Personnel

Teachers. The majority of Washington junior high school principals participated in the dismissal of teachers under their supervision. All but eleven of 142 principals who returned questionnaires indicated that they participated in the dismissal of teachers.

Custodians. Fifty-nine per cent of the principals who returned questionnaires said that they participated in the dismissal of custodians. Principals of B schools most frequently reported that they took part in dismissing the custodians.

Clerical help. Ninety-two per cent of the principals reported they were primarily responsible for the dismissal of clerical help.

## II. FACULTY-SHARED ADMINISTRATIVE DUTIES

The principals were asked to indicate whether the faculty shared administrative decisions in the following six areas: (1) curriculum planning, (2) selection of text books,

(3) schedule planning, (4) planning of curricular activities, (5) evaluation of personnel, and (6) selection of personnel. The information referring to faculty participation in administrative decisions is contained in Table XVIII on page fifty-six.

The area in which the faculty most frequently shared the administrative decisions was that of planning curriculum. A large majority of the principals also reported that their faculties shared the duties of text book selection and planning co-curricular activities.

The two areas in which the faculty least frequently shared the decision with the administration were those of personnel evaluation and personnel selection. Thirty-eight principals reported that the faculty participated in personnel evaluation, and twenty-five reported that the faculty took part in the selection of personnel.

### III. SPECIFIED ADMINISTRATIVE DUTIES OF THE PRINCIPAL

Included in the questionnaire were fifteen specified administrative responsibility areas. The principals were asked to indicate whether they had sole responsibility or shared the responsibility for each of the areas. In instances where the principals did not indicate either sole or shared responsibility the writer assumed that they had

TABLE XVIII

NUMBER OF WASHINGTON JUNIOR HIGH SCHOOLS IN WHICH THE,  
FACULTY PARTICIPATES IN SOME ADMINISTRATIVE DECISIONS

Question	A		B		C		Totals
	Yes	No	Yes	No	Yes	No	
Does your faculty participate in:							
Planning Curriculum	45	2	47	1	45	2	137-5
Textbook Selection	45	2	46	2	45	2	136-6
Schedule Planning	34	13	35	13	27	20	96-46
Planning Co-curricular Activities	44	3	42	6	37	10	123-19
Personnel Evaluation	13	34	16	32	9	38	38-104
Personnel Selection	7	40	14	34	4	43	25-117

no responsibility in that particular area. Table XIX on page fifty-seven shows the responsibility areas and the manner in which the principals responded.

Of the 142 principals who completed this portion of the questionnaire, seventy-four indicated that they had sole responsibility for classroom visitations. The next four areas for which the principals most frequently indicated

## XIX

THE NUMBER OF PRINCIPALS ASSIGNED TO,  
SPECIFIED ADMINISTRATIVE RESPONSIBILITIES IN,  
ONE HUNDRED FORTY-TWO WASHINGTON JUNIOR HIGH SCHOOLS

Responsi- bilities Area	Number of Principals		
	Principal Has Sole Responsibility	Principal Shares Responsibility	Principal Has No Responsibility
Classroom Visitations	74	66	2
Teacher Transfer	59	71	12
Teacher Conference	49	85	8
School Supply Management	46	84	12
School Budget	38	88	16
Public Relations	24	117	1
In-service Training	17	113	12
School Safety	16	114	12
Extracurricular Activities	15	100	27
Pupil Discipline	15	118	9
Extracurricular Supervision	12	121	9
Transportation	7	85	50
Parent Conference	5	132	5
Salary Schedule	5	73	64
Pupil Registration	5	105	32

that they were solely responsible were (1) teacher transfer, (2) teacher conferences, (3) school supply management, and (4) school budget.

Two areas in which the majority of the principals reported that they shared responsibility were those of parent conferences and extracurricular supervision. The four areas in which the greatest number of principals reported no responsibility were the following: (1) salary schedule, (2) transportation, (3) pupil registration, and (4) extra-curricular accounting. The two areas in which the fewest principals reported no responsibility were public relations and classroom visitations.

#### Administrative Duties in A Schools

The information pertaining to the assigned administrative duties of the principals of Washington A junior high schools is contained in Table XX on page fifty-nine. The principals of A schools most frequently reported sole responsibility in the four areas of: (1) classroom visitation, (2) teacher transfer, (3) teacher conference, and (4) school budget.

The area for which most principals reported that they shared responsibility was parent conferences; forty-two principals reported that they shared this responsibility and only three reported that he had no responsibility in this area.

TABLE XX

THE NUMBER OF PRINCIPALS ASSIGNED TO,  
SPECIFIED ADMINISTRATIVE RESPONSIBILITIES IN,  
FORTY-SEVEN WASHINGTON JUNIOR HIGH SCHOOLS

Responsi- bilities Area	Principal Has Sole Responsibility	Principal Shares Responsibility	Principal Has No Responsibility
Classroom Visitations	23	23	1
Teacher Transfer	20	26	1
Teacher Conference	17	26	4
School Budget	14	30	3
School Supply Management	12	33	2
Public Relations	9	38	0
Extracurricular Accounting	5	32	10
Salary Schedule	3	23	21
In-service Training	4	41	2
Parent Conference	2	42	3
Extracurricular Supervision	2	41	4
School Safety	2	40	5
Pupil Discipline	1	40	6
Pupil Registration	1	33	13
Transportation	1	32	14



Of the fifteen responsibility areas reported, public relations was the only one for which every principal had some responsibility. In addition, all but one reported responsibility in teacher transfer and classroom visitations. All but two principals reported responsibility in pupil discipline and in-service training.

#### Administrative Duties in B Schools

The number of B principals assigned to the specified administrative duties is shown in Table XXI on page sixty-one. In two areas at least 40 per cent of the principals reported complete responsibility. These areas were classroom visitation and teacher transfer. The area in which the largest number of principals of B schools reported shared responsibility was, as in the case with the principals of A schools, the area of public relations.

There were six areas in which three or less principals reported responsibility; they were: (1) teacher conference, (2) extracurricular supervision, (3) parent conference, (4) pupil discipline, (5) classroom visitation, and (6) public relations.

The two areas for which the greatest number of principals in B classification reported no responsibility were the salary schedule and transportation.

TABLE XXI

THE NUMBER OF PRINCIPALS ASSIGNED TO,  
SPECIFIED ADMINISTRATIVE RESPONSIBILITIES IN,  
FORTY-EIGHT WASHINGTON JUNIOR HIGH SCHOOLS

Responsi- bilities Area	Principal Has Sole Responsibility	Principal Shares Responsibility	Principal Has No Responsibility
Classroom Visitations	23	24	1
Teacher Transfer	19	24	5
Teacher Conference	16	29	3
School Supply Management	15	26	7
Public Relations	10	37	1
School Budget	10	34	4
Extracurricular Supervision	6	40	2
Extracurricular Activities	5	33	10
In-service Training	5	37	6
School Safety	4	37	7
Pupil Discipline	3	43	2
Parent Conference	2	44	2
Salary Schedule	2	25	21
Pupil Registration	1	34	13
Transportation	1	29	18

### Administrative Duties in Class C Schools

In Table XXII, on page sixty-three, are shown the specified administrative duties of the principals of class C schools. Only in the area of classroom visitations did the majority of the principals of C schools report that they had entire responsibility. The principals of C schools most frequently reported complete responsibility in the three areas of (1) teacher transfer, (2) school supply management, and (3) teacher conference.

Under shared responsibilities, these principals of class C schools mentioned parent conferences and public relations as their most frequent responsibilities. There were also four areas for which all principals reported responsibility. These areas were: (1) public relations, (2) parent conference, (3) school safety, and (4) classroom visitations.

#### IV. SUMMARY AND CONCLUSIONS

A number of conclusions may be extracted from the preceding discussion. First, a large majority of Washington junior high school principals do participate in the selection of teachers and over one-half of the principals participate in the selection of custodians and clerical workers.

TABLE XXII

THE NUMBER OF PRINCIPALS ASSIGNED TO,  
SPECIFIED ADMINISTRATIVE RESPONSIBILITIES IN,  
FORTY-SEVEN WASHINGTON JUNIOR HIGH SCHOOLS

Responsi- bilities Area	Principal Has Sole Responsibility	Principal Shares Responsibility	Principal Has No Responsibility
Classroom Visitations	28	19	0
Teacher Transfer	20	21	6
School Supply Management	19	25	3
Teacher Conference	16	30	1
School Budget	14	24	9
Pupil Discipline	11	35	1
School Safety	10	37	0
In-service Training	8	35	4
Public Relations	5	42	0
Extracurricular Activities	5	35	7
Transportation	5	24	18
Extracurricular Supervision	4	40	3
Pupil Registration	3	38	6
Parent Conference	1	46	0
Salary Schedule	0	25	22

Second, almost without exception Washington junior high school principals participate in the supervision of teachers in their system, and a large majority of them participate in the supervision of custodians and clerical workers.

Third, a large majority of the junior high school principals in Washington participate in the dismissal of custodians.

Fourth, most Washington junior high school faculties participate in the selection of textbooks, planning curriculum, and the planning of co-curricular activities; a majority of the faculties participate in schedule planning; and almost none of the Washington junior high school faculties are permitted to participate in either the selection or evaluation of personnel.

Fifth, except for the area of classroom visitation, Washington junior high school principals share responsibility for the majority of administrative duties and responsibilities.

## CHAPTER VI

### THE PRINCIPAL'S TIME DISTRIBUTION

The preceding chapters have dealt with the conditions under which the principal works, the duties and responsibilities of the principal, and the status of the principal. This chapter deals exclusively with the time distribution of selected junior high school principals in Washington state. The discussion will include the following six areas: (1) percentage of time allotted to specific responsibility areas, (2) length of the principal's working day, (3) Saturday work of principals, (4) evening work of principals, (5) length of the principal's contract, and (6) summary and conclusions.

#### I. PERCENTAGE DISTRIBUTION BY RESPONSIBILITY AREA

The cooperating principals were asked to indicate the approximate percentage of their work hours spent in six different areas of responsibility. The replies of the principals in each of the three school classifications are shown in Table XXIII on page sixty-six.

#### Supervision

The principals reported a wide variation in the percentage of time devoted to supervision; the reports ranged

TABLE XXIII  
 PERCENTAGE OF TIME  
 WASHINGTON JUNIOR HIGH SCHOOL PRINCIPALS  
 SPEND IN THEIR DIFFERENT AREAS OF RESPONSIBILITY

Responsibility Area	<u>Class of Principals School</u>			All Schools
	A	B	C	
Supervision				
Minimum per cent of time spent	2	5	5	
Maximum per cent of time spent	80	50	70	
Average per cent of time spent	26.1	26.0	26.8	26.3
Administration				
Minimum per cent of time spent	20	12	10	
Maximum per cent of time spent	90	85	80	
Average per cent of time spent	45.5	41.2	40.6	42.4
Clerical Work				
Minimum per cent of time spent	0	0	0	
Maximum per cent of time spent	50	20	40	
Average per cent of time spent	7.7	7.7	8.1	7.9

TABLE XXIII (continued)

Responsibility Area	Class of Principals School			All Schools
	A	B	C	
Teaching				
Minimum per cent of time spent	0	0	0	
Maximum per cent of time spent	5	10	50	
Average per cent of time spent	0.53	0.89	3.2	1.54
Public Relations				
Minimum per cent of time spent	0	0	0	
Maximum per cent of time spent	40	30	40	
Average per cent of time spent	10.1	10.3	9.2	9.9
Interviewing Salesmen				
Minimum per cent of time spent	0	0	0	
Maximum per cent of time spent	10	10	10	
Average per cent of time spent	1.9	3.1	2.4	2.5
Miscellaneous				
Average per cent of time spent	8.2	10.8	9.7	9.5



from 2 per cent devoted to supervision to 80 per cent spent on supervision. Principals of C schools had the highest percentage, on the average, devoted to supervision. Principals in C schools devoted 26.8 per cent of their time to supervision while the average for all principals was 26.3 per cent.

### Administration

One principal reported that he spent 20 per cent of his time engaged in administrative activities and another reported that he spent as much as 90 per cent of his time engaged in administrative duties. The principals of A schools averaged the highest per centage of time in administration, 45.5 per cent; and the principal of class C schools spent the least time in administration, averaging 40.6 per cent. For all Washington junior high school principals, the average was 42.4 per cent.

### Clerical Work

Many principals reported that they spent no time engaged in clerical activities. Many principals, however, reported that they spend a great amount of time doing clerical work; one principal reported that he spends 50 per cent of his time engaged in work of a clerical nature. The

principals of A schools and B schools spend 7.7 per cent of their time in clerical work. The principals of class C schools were slightly higher with an average of 8.1 per cent. For all of the principals, the average amount of time spent on clerical duties was 7.9 per cent of the working day.

### Teaching

All but two principals of class C schools reported some percentage of their time spent in teaching duties. Only sixteen principals of A and B schools reported that they spent at least part of their time engaged in teaching duties. Of the sixteen, only five principals were from the class A schools. The principals of class C schools spent an average of 3.2 per cent of their time engaged in teaching activities; the average teaching time for all Washington junior high school principals was 1.54 per cent.

### Public Relations

In the important responsibility area of public relations, six principals reported that they spent no time. The highest percentage of time devoted to this activity by any one principal was 40 per cent. The average amount of time the principals reported spent in the area of public

relations was 9.9 per cent. The principals of B schools spent the greatest amount of time in the public relations area, 10.3 per cent.

## II. LENGTH OF THE PRINCIPAL'S WORKING DAY

The number of hours the principals spent on the job each day is shown in Table XXIV on page seventy-one. Fifty-seven per cent of the principals reported that they spent nine hours on the job during the school day. Almost without exception, the principals who did not indicate a nine hour working day listed either an eight hour work day or a ten hour work day. The fewest number of hours per day reported by any principal was seven hours and the highest was eleven hours.

## III. SATURDAY WORK OF PRINCIPALS

The information pertaining to the number of Washington junior high school principals who spent Saturdays engaged in school business is presented in Table XXV, page seventy-two. The principals were asked the question, "Do you work on school business on Saturdays?", and were given the five following responses to check: (1) always, (2) often, (3) sometimes, (4) seldom, and (5) never. The greatest number of principals reported that they sometimes worked on school business on Saturdays. Of the principals who did

TABLE XXIV  
 NUMBER OF HOURS THE  
 WASHINGTON JUNIOR HIGH SCHOOL PRINCIPAL  
 SPENDS ON THE JOB DURING AN AVERAGE DAY

Question	<u>Number of Principals</u>			Totals
	A	B	C	
How much time do you spend on the job during an average school day?				
7 Hours	0	0	1	1
8 Hours	12	7	10	29
9 Hours	26	26	29	81
10 Hours	9	12	6	26
11 Hours	0	3	2	5
Other	0	0	0	0
Totals	47	47	47	142

TABLE XXV

NUMBER OF WASHINGTON JUNIOR HIGH SCHOOL PRINCIPALS  
WHO SPEND SATURDAYS ENGAGED IN SCHOOL BUSINESS

Question	Number of Principals			Totals
	A	B	C	
Do you work on school business on Saturdays?				
Always	1	1	0	2
Often	5	12	9	36
Sometimes	28	25	25	78
Seldom	13	9	11	33
Never	0	1	2	3
Totals	47	48	47	142

not indicate that they sometimes worked on Saturdays, the large majority reported that they seldom worked on Saturday. Two principals reported that they always worked on Saturdays and only three reported that they never worked on school business on Saturdays.

#### IV. EVENING WORK OF PRINCIPALS

The question referring to the average number of nights per week the school principals spent on school related business is shown in Table XXVI, page seventy-four. The principals were asked to indicate how many nights per week they spent on school related business. They reported that they spent from one to five nights per week. Fifty-six principals reported that they spent an average of two nights per week engaged in school related business. Forty-eight principals reported that they averaged one night per week on school related business. Thirty-one, or a little more than 21 per cent, reported that they spent three nights per week on school related business. Only seven principals, out of the 142 who answered this question, indicated that they spent more than three nights per week on school related business.

TABLE XXVI

NUMBER OF WASHINGTON JUNIOR HIGH SCHOOL PRINCIPALS  
WHO SPEND NIGHTS ENGAGED IN SCHOOL BUSINESS

Question	Number of Principals			Totals
	A	B	C	
On the average, how many nights per week do you spend on school related business?				
One	17	17	14	48
Two	19	18	19	56
Three	10	10	11	31
Four	1	3	2	6
Five	0	0	1	1
Totals	47	48	47	142

## V. LENGTH OF THE PRINCIPAL'S CONTRACT

The replies of the principals concerning the length of their annual contracts are presented in Table XXVII on page seventy-six. The most common contract length was ten months. Thirty-nine principals reported an eleven month contract. Next to the eleven month contract the twelve month contract was most frequently reported. Only one principal reported a nine month contract.

## VI. SUMMARY AND CONCLUSION

From a review of the information and data in this chapter several conclusions can be drawn which summarize the typical or average time distribution of the Washington junior high school principal. First, the principals allotted their time in the following ways: 26.3 per cent for supervision, 42.4 per cent for administration, 7.9 per cent for clerical work, 1.54 per cent for teaching, 9.9 per cent for public relations, 2.5 per cent for interviewing salesmen, and 9.5 per cent for miscellaneous.

Second, the principal spent an average of eight to ten hours per day on the job. He was most likely to spend nine hours on the job during an average school day.

Third, the principals were often required to work on school business on Saturdays.



TABLE XXVII  
 THE LENGTH OF WASHINGTON  
 JUNIOR HIGH SCHOOL PRINCIPAL'S ANNUAL CONTRACTS

Question	Number of Principals			Totals
	A	B	C	
What is the length of your annual contract?				
9 Months	0	0	1	1
10 Months	24	13	30	67
11 Months	11	20	8	39
12 Months	12	15	8	35
Totals	47	48	47	142

Fourth, principals spent from one to three nights per week engaged in school related business.

Fifth, the principals in A and C schools generally held a ten month contract. Those principals employed in class B schools most frequently held an eleven month contract.

## CHAPTER VII

### RECOMMENDED TIME DISTRIBUTION FOR WASHINGTON JUNIOR HIGH SCHOOL PRINCIPALS

On the basis of the review of literature in Chapter II an ideal time distribution for a specified junior high school principal was established. The purpose of this chapter is to compare this ideal time distribution with the time distribution of the Washington junior high school principal as determined in Chapter VI. This comparison provides a basis upon which suggestions and recommendations for changes in the Washington junior high school principal's time distributions can be made. The discussion in this chapter is to be divided into three main areas: (1) areas in which Washington principals devote excessive time, (2) areas in which Washington principals devote insufficient time, and (3) summary and conclusions.

#### I. AREAS IN WHICH WASHINGTON PRINCIPALS DEVOTE EXCESSIVE TIME

A graphic comparison of the manner in which Washington junior high school principals divide their working hours and the manner in which they ideally should is presented in Table XXIX on page seventy-nine. The information

in the table indicates two areas to which Washington junior high school principals devote an excessive amount of time. A discussion of each follows on page eighty.

TABLE XXIX

A COMPARISON OF THE WASHINGTON  
JUNIOR HIGH SCHOOL PRINCIPAL'S TIME DISTRIBUTION  
AND THE IDEAL JUNIOR HIGH SCHOOL  
PRINCIPAL'S TIME DISTRIBUTION

Responsibility Area	Percentage of Working Hours	
	Washington Principals	Ideal Principals*
Supervision	26.30	30-35
Administration	42.40	25-30
Public Relations	9.90	10-15
Discipline and Counseling	0**	10-15
Clerical Work	7.90	3-4
Teaching	1.50	2-3
Interviewing Salesmen	2.50	0***
Miscellaneous	9.50	0-5
Total	100.00	

\*The time distribution of the Washington principals is established from the review of literature completed in Chapter II of this study.

\*\*The majority of the principals apparently placed discipline and counseling with administration.

\*\*\*Time used for the interviewing of salesmen is included in the allowance for miscellaneous.

### Administration

In the area of administration the Washington principals varied most significantly from the ideal recommendation. Washington principals reported spending an average of 42.4 per cent of their time in administrative activities as compared to the ideal recommendation of 25 per cent. It should be noted, however, that some principals included their discipline and/or counseling duties in the percentage of time allotted for administration.

### Clerical Work

The Washington principals reported an average of 7.9 per cent of their time devoted to clerical duties, which exceeds the recommended amount of 3 per cent. All but ten principals indicated they had full-time clerical help. Thus the time estimate is slightly distorted.

## II. AREA TO WHICH WASHINGTON PRINCIPALS DEVOTE INSUFFICIENT TIME

The comparison between the Washington junior high school principal's time distribution and the established ideal time distribution indicated only one area in which the Washington principal seemed to devote an insufficient amount of time.

### Supervisions

The established recommendation for supervision is that the principal devote 33 per cent of his time to this area. Washington junior high school principals were weak in the attention given to supervision; on the average, they devoted only 26.3 per cent of their time to this area. This would be an adequate amount of time for supervision for a principal in a school system which employed full-time supervisors, which almost without exception the Washington school systems provide. A number of principals reported that they would like to allot a greater percentage of their time to supervision but that teaching and clerical duties prevented them from doing so.

### III. SUMMARY AND CONCLUSIONS

Several conclusions may be drawn from the comparison between the Washington junior high school principal's time distribution and the established recommendation for the ideal principal's time distribution. First the Washington junior high school principal spends an excessive amount of time in two of his responsibility areas. These areas are administration and clerical work.

Second, the Washington junior high school principal allots an insufficient amount of his time to only one of his responsibilities, which is supervision.

## CHAPTER VIII

### SUMMARY, FINDINGS, AND RECOMMENDATIONS

The purpose of this investigation was to determine whether there are inequities in the Washington junior high school principal's time distribution. The study was a questionnaire study and was limited to junior high school principals in the state of Washington. Of the total of 173 junior high school principals in the state, 142 cooperated in the study by completing and returning questionnaires.

In evaluating the findings and conclusions of this study, the reader must keep in mind two limiting factors. First, the study is restricted to a study of the time distribution of the junior high school principal and the ideal duties and/or responsibilities of the principal.

Second, the study is restricted to an analysis of the time distribution of Washington junior high school principals and as such the recommendations would not necessarily be valid in a more populous state.

#### I. FINDINGS AND CONCLUSIONS

The most significant findings from this study follow:

1. The Washington junior high school principal most likely holds a Master's degree and has had an

- average of 17.2 years of experience, he has done his academic preparation in one of the four following fields: (1) Social Studies, (2) Science, (3) Physical Education, or (4) Mathematics.
2. The school in which the Washington junior high school principal was employed would probably be a three year school encompassing grades seven through nine. The school had an average enrollment of 805 students, thirty-six full-time teachers, and two part-time teachers.
  3. The school will probably employ a supervisor, curriculum director, or a part or full-time guidance and counseling.
  4. The Washington junior high school principal will have an administrative assistant.
  5. The Washington junior high school principal, unless he was employed in one of the smaller schools of the state, had no regular teaching responsibilities.
  6. The majority of the Washington principals participated in the selection and supervision of personnel and many of them were participants in the dismissal of personnel.
  7. Washington junior high school faculties participated in the selection of textbooks, planning curricular and co-curricular activities and planning of school schedules. They did not ordinarily participate in either the evaluation or selection of personnel.
  8. Except for the areas of classroom visitations and teacher transfer, Washington junior high school principals shared responsibility for the majority of administrative duties or responsibilities.
  9. Most Washington junior high school principals shared responsibilities for non-administrative duties, but only those in the smaller schools had sole responsibility for many of these.
  10. The Washington junior high school principal commonly spent from eight to ten hours per day engaged in school business. He usually averaged two nights per week on school related business and commonly worked ten months per year. He divided his time in the following manner; 42.4 per cent for administrative, 26.3 per cent for supervision, 9.9 per cent for public relations, 7.9 per cent for clerical work, 2.5 per cent for interviewing salesmen, and 1.5 per cent for teaching.



11. By comparison with an established ideal, the Washington junior high school principals spent an excessive amount of time in administration and clerical work. The comparison pointed out that the principals spent an insufficient amount of time in supervision.

## II. RECOMMENDATIONS

On the basis of the findings of this investigation it is recommended that boards of education and superintendents of schools do the following things.

1. Eliminate all regular classroom teaching responsibilities of principals in order to free them to devote an increased amount of time to the areas of supervision.
2. Analyze the amount of time the principal devotes to matters of a clerical nature to determine whether the principal needs to reorganize his time allotments or whether he needs additional clerical assistance. If a need for additional clerical aid is indicated, it should be provided.
3. More carefully define the duties of school employees in order to reduce the amount of time the principal devotes to activities of a non-administrative nature.

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APPENDIX

## PARTICIPATING JUNIOR HIGH SCHOOLS

<u>School District</u>	<u>Name of Junior High School</u>
Clarkston, 250 . . . . .	Lincoln
Kennewick, 17 . . . . .	Park
Prosser, 116 . . . . .	Prosser
Richland, 400 . . . . .	Carmichael Chief Joseph
Lake Chelan, 129 . . . . .	Chelan
Wenatchee, 246 . . . . .	Orchard Pioneer
Port Angeles, 21 . . . . .	Stevens
Sequim, 323 . . . . .	Sequim
Camas, 117 . . . . .	Garfield
Evergreen, 114 . . . . .	Covington
Vancouver, 37 . . . . .	Jason Lee Lewis McLoughlin
Kelso, 403 . . . . .	Huntington
Longview, 122 . . . . .	Monticello
Eastmont, 206 . . . . .	Sterling
Pasco, 1 . . . . .	McLoughlin Stevens
Ephrata, 165 . . . . .	Ephrata
Moses Lake, 161 . . . . .	Chief Moses Frontier
Aberdeen, 5 . . . . .	Hopkins Miller

## PARTICIPATING JUNIOR HIGH SCHOOLS (continued)

<u>School District</u>	<u>Name of Junior High School</u>
Hoquiam, 28 . . . . .	Hoquiam
Oak Harbor, 201 . . . . .	Oak Harbor
Auburn, 408 . . . . .	Cascade Olympia
Bellevue, 405 . . . . .	Bellevue Chinook Hyak Tillicum
Enumclaw, 216 . . . . .	Enumclaw
Federal Way, 210 . . . . .	Takota Totem
Highline, 401 . . . . .	Cascades Chinook Glendale Pacific Puget Sound Seahurst Sunset Sylvester
Issaquah, 411 . . . . .	Issaquah
Kent, 415 . . . . .	Meridan Sequoia
Lake Washington, 414 . . . . .	Finn Hill Kirkland Redmond
Mercer Island, 400 . . . . .	North Mercer South Mercer
Northshore, 417 . . . . .	Canyon Park Kenmore
Renton, 403 . . . . .	Dimmitt McKnight Nelson

## PARTICIPATING JUNIOR HIGH SCHOOLS (continued)

<u>School District</u>	<u>Name of Junior High School</u>
Seattle . . . . .	Addams Blaine Boren Denny Eckstein Hamilton Madison Monroe Sharples Thomson Washington Worth McLure
Shoreline, 412 . . . . .	Butler Hull Morgan
Tahoma, 409 . . . . .	Tahoma
Bremerton, 100-c . . . . .	Coontz Dewey
Central Kitsap . . . . .	Central Kitsap
South Kitsap, 402 . . . . .	Whitman
Ellensburg, 401 . . . . .	Morgan
Centralia, 401 . . . . .	Centralia
Shelton, 309 . . . . .	Shelton
Okanogan, 105 . . . . .	Okanogan
Omak, 19 . . . . .	Omak
Oroville, 410 . . . . .	Oroville
Clover Park, 400 . . . . .	Lochburn Mann Woodbrook

## PARTICIPATING JUNIOR HIGH SCHOOLS (continued)

<u>School District</u>	<u>Name of Junior High School</u>
Du Pont-Fort Lewis, 7 . . . . .	Du Pont
Fife, 417 . . . . .	Fife
Franklin Pierce, 402 . . . . .	Keithley
Puyallup, 3 . . . . .	East Puyallup Edgemont West Puyallup
Sumner, 320 . . . . .	Sumner
Tacoma, 10 . . . . .	Gault Hunt Lee Mason Meeker McLlvaigh Steward Truman
University Place, 83 . . . . .	Curtis
White River, 416 . . . . .	White River
Anacortes, 103 . . . . .	Anacortes
Arlington, 16 . . . . .	Arlington
Edmonds, 15 . . . . .	Alderwood Edmonds Lynwood Meadowdale Mountlake Terrace
Everett, 2 . . . . .	Evergreen North
Lake Stevens, 4 . . . . .	Lake Stevens
Marysville, 25 . . . . .	Marysville



## PARTICIPATING JUNIOR HIGH SCHOOLS (continued)

<u>School District</u>	<u>Name of Junior High School</u>
Mukilteo, 6 . . . . .	Olympic View
Snohomish, 201 . . . . .	Snohomish
Central Valley, 356 . . . . .	Bowdish
Cheney, 360 . . . . .	Fisher
Mead, 354 . . . . .	Mead
Spokane, 81 . . . . .	Glover Havermale Libby Salk Shaw
West Valley, 363 . . . . .	Argonne Park
Chewelah, 36 . . . . .	Jenkins
Thurston (North), 3 . . . . .	Chinook
Olympia, 111 . . . . .	Jefferson
Walla Walla, 140 . . . . .	Garrison
Bellingham, 501 . . . . .	Fairhaven Middle School Shuksan Middle School Whatcom Middle School
Blaine, 503 . . . . .	Blaine
Mount Baker, 507 . . . . .	Mount Baker
Grandview, 116-200 . . . . .	Grandview
Sunnyside, 201 . . . . .	Sunnyside
Wapato, 207 . . . . .	Wapato
Yakima, 7 . . . . .	Franklin Lewis and Clark Washington Wilson