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THE ROLE PERCEPTIONS OF ASSISTANT PRINCIPALS
IN THE MIDDLE SCHOOL SETTING AND THE ROLE
PERCEPTIONS OF ASSISTANT PRINCIPALS
IN THE JUNIOR HIGH SCHOOL SETTING

by

John Earl Norwood

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1976

Doctoral Committee:

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Professor Frederick W. Bertolaet
Associate Professor Howard V. Brabson
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DEDICATION

For their kindness and understanding,
I dedicate this dissertation
to my loving parents,
Mr. and Mrs. Henry James Norwood, Sr.

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CHAPTER I

INTRODUCTION

The role of the assistant principal emerged in secondary schools after the turn of the century. During this time period, there was a significant increase in the number of students attending secondary schools.

When the role of assistant principal was first initiated, many were teachers with part-time classroom responsibilities or serving in the capacity of teacher-assistant principal. Their roles were defined by the duties and responsibilities as set forth by the principal.

The continuous growth of pupils attending secondary schools required administrators to deal with the many complex problems that resulted from increased student enrollment. The need for highly trained specialized administrators became a necessity.

The assistant principal may be a well trained professional in the field of education, but his role within the organizational structure of a school is undefined. His role changes and duties vary. In one setting the assistant principal may have full input into the organizational and functional operation of a school.

In another setting, the assistant principal may be confined to those roles that limit his opportunity for professional growth.

The inception of the junior high school occurred around 1885. Ideally, the functions of the first junior high school were centered around the needs and growth development of students in the seventh, eighth, and ninth grades. However, grades that determine the composition of the junior high school may vary in many school districts.

In order to meet the needs of its students, the junior high school educational program attempts to address the complex problems which face early adolescent youth; develop instructional programs that allow the student to explore his areas of interest for the development of basic skills; and assist the early adolescent in his personal growth and development. Therefore, articulation between elementary and secondary schools would become an easier task.

However, the educational, emotional, and social developmental differences among adolescent youth presented the junior high school with perplexing problems. What appeared to be an excellent educational innovation became nothing more than a training ground for preparing adolescent youth for senior high school. As a result, the junior high school came under critical

scrutiny of many educators.

The search for an effective school in the middle became one of the most desired goals of educators. In the later years of the 1950's the middle school concept emerged. The emergence of the middle school instilled within educators the belief that the transitional stages of students ten to fourteen years of age should be confronted with a flexible and concrete educational program.

The basic concept of the middle school is centered around effectively meeting the individual needs of the student during the preadolescent and adolescent stages of development. Generally, grades six through eight are included in middle school programs, but grades vary according to school districts. Some middle school programs might include grades five and nine. Instructional practices of middle school programs emphasize a climate that is open to innovation and flexibility among teachers and administrators. The physical structure of the middle school attempts to be conducive to the needs of the instructional programs of the student. In theory, the middle school does not replicate the program of the senior high school. Instead the middle school attempts to address the demanding needs of children who are experiencing one of the most trying stages of their total development. The experiences of the student in

the middle school program must be attended to by a staff which is sensitive and well aware of the educational needs of children in this age group.

With the possible exception of some teachers, the assistant principal is one staff member who is constantly in contact with all students in any junior high school or middle school program. His duties and responsibilities are very important in seeking the most appropriate educational program that meets the needs of the students. The assistant principal's constant contact with the student population should result in the assistant principal having a significant and total input into the entire educational program of a school. However, stereotyping and anonymity have caused many assistant principals to feel speculative about their role. Therefore, the responsibilities and duties of the assistant principal are still in the definitive stages.

The Problem

The educational program and the organizational structure of the middle school contrasts with that of the junior high school. Therefore, differences in role perceptions should exist between assistant principals in the middle school setting and assistant principals in the junior high school setting.

This study seeks to determine whether:

- a) Middle school assistant principals and junior high school assistant principals differ in their opinions toward the type of preparation and training a person should receive for the role of assistant principals and their evaluations of the type of preparation and training they received for their roles.
- b) Middle school assistant principals and junior high school assistant principals differ in their role perceptions.
- c) Middle school and junior high school assistant principals differ in their perceptions toward job satisfaction.

Need for the Study

In secondary school settings, the duties and responsibilities of the assistant principal depends upon the school's organizational structure and educational goals.

The organizational structure and the educational goals of the middle school differ from the organizational structure and educational goals of the junior high school. Therefore, the role of educators in these two

settings should contrast with each other.

This study will examine the role perceptions of assistant principals in the middle school setting and the role perceptions of assistant principals in the junior high school setting within the State of Michigan.

If any contrasts are found in the role perceptions of assistant principals in the two settings, the data analysis should indicate that:

- a) The role of the assistant principal in the middle school entails different duties and responsibilities than the role of the assistant principal in the junior high school.
- b) Duties and responsibilities of the role of assistant principal in the two settings need to be clearly defined to prevent duplication of roles.
- c) The type of preparation and training for the role of assistant principal in the middle school should differ with the type of preparation and training for the role of assistant principal in the junior high school.
- d) Job satisfaction relative to the role of assistant principal in the middle school should differ with job satisfaction relative to the role of assistant principal in the junior high school.

Purpose of the Study

The purpose of this study was to determine if middle school assistant principals and junior high school assistant principals differ in their opinions toward the type of preparation a person should receive for the role of assistant principal.

The second purpose of this study was to determine if middle school and junior high school assistant principals differ in their evaluations regarding the type of preparation and training they received for the role of assistant principal.

The third purpose of this study was to determine if middle school and junior high school assistant principals differ in their perceptions of their roles as assistant principal.

The fourth purpose of this study was to determine if middle school and junior high school assistant principals differ in their perceptions toward job satisfaction.

Null Hypotheses

Hypothesis #1: There will be no statistically significant difference between the opinions of assistant principals working in

middle schools and the opinions of assistant principals working in junior high schools toward the type of preparation and training a person should receive for the role of assistant principal.

Hypothesis #2: There will be no statistically significant difference between the evaluations of assistant principals working in middle schools and the evaluations of assistant principals working in junior high schools regarding the type of preparation and training they received for the role of assistant principal.

Hypothesis #3: There will be no statistically significant difference between the role perceptions of assistant principals working in middle schools and the role perceptions of assistant principals working in junior high schools.

Hypothesis #4: There will be no statistically significant difference between the measured perceptions of assistant principals working in middle

schools and the measured perceptions of assistant principals working in junior high schools toward job satisfaction.

Definition of Terms

The following are special definitions of important terms used in this study.

Assistant principal - the second highest ranking administrative official in a school; duties and responsibilities are usually dependent upon the organizational structure and educational goals of a school district.

Junior high school - school created to bridge the gap between elementary and senior high school; grade levels usually included are six through nine; the most important reason for the growth of the junior high school were the problems created by the rapid growth and development of early adolescent youth; junior high school programs lay heavy emphasis on articulation, integration, exploration, guidance, socialization and differentiation.

Middle school - school created after many educators began to believe that junior high schools were not meeting the overall educational needs of students ten through fourteen years of age; the middle school

addresses itself to the needs of students in the transitional stages of childhood to adolescence; the middle school attempts to assist the student in making a satisfactory educational and social adjustment; it usually includes grades five through eight, but grades included vary according to school districts; middle school programs emphasize specialization, staffing patterns, flexibility, individualization, innovation and educational enrichment.

Role perceptions - the awareness that assistant principals have of their duties and responsibilities within a school; usually established through the recognition and identification of certain behavior patterns associated with the job.

Design and Methodology

The population of this study was sixty-eight middle school assistant principals and one hundred twenty-five junior high school assistant principals working in the state of Michigan.

Method of Selecting the Middle School Assistant Principals

Attempts were made to acquire materials that accurately list the names of all assistant principals

working in middle schools. Telephone conferences were held with the Michigan State Department of Education and the Michigan Association of Secondary School Principals. Neither organization had a list of this nature.

A middle school directory, published by the Michigan Middle School Association, was obtained from Dr. George E. Mills, Assistant Professor of Education, The University of Michigan. This directory contained the names of the principal and the names and addresses of two hundred six middle schools.

Using the directory as a guide, a survey was conducted by mailing to the principal of each school a letter stating the purpose of the study and a postcard questionnaire that asked for information pertaining to the study (Appendices A and B).

Fifty-nine middle schools reported having an assistant principal. Twelve replied that their official name was junior high school; eleven of these schools reported having an assistant principal and for this reason were classified as junior high schools with assistant principals. Eighty-eight schools reported having no assistant principal. Forty-seven schools did not respond to the survey.

Seven of the two hundred six schools were located in Detroit. Five did not respond to the survey but one of the five did state that any study using schools located in Detroit must be approved by the Detroit Public Schools Department of Research and Evaluation.

The refusal of the five schools may have been attributed to improper methods of surveying those schools located in Detroit. To rectify this mistake, a visit to Detroit was scheduled for November 15, 1975.

A meeting was held with Mr. Edward Trzcinski, the person in charge of screening all research projects. A copy of the proposal and questionnaire were put in his files. Mr. Trzcinski agreed to contact the five schools. Each school had an assistant principal.

During the meeting, the researcher discovered that four schools had been excluded from the survey of the two hundred six middle schools. Since the majority of the fifty-nine schools selected from the survey were located in suburban or rural settings, the inclusion of these four schools would increase the possibility of having a comparable number of urban middle schools in the sample population. These schools were also contacted by Mr. Trzcinski.

On December 14, 1975 the Department of Research and Evaluation granted their approval to use the nine

schools in the study. This increased the number of middle schools with assistant principals to sixty-eight. Therefore, the total population of sixty-eight assistant principals working in middle schools were used in the study.

The visit was not a method of giving preferential treatment to those middle schools located in Detroit; but rather an attempt to acknowledge the rules of the Detroit Public Schools Department of Research and Evaluation.

Method Used in Selecting Those Middle Schools Which Were Successfully Implementing a True Middle School Philosophy in Their Educational Programs

The relative newness of the middle school philosophy has resulted in a time lag in school systems being unsuccessful in their efforts to incorporate educational programs that are indicative of a true middle school. The validity of the study was strengthened by attempting to determine if the sixty-eight middle schools were effectively implementing a true middle school philosophy in their educational programs.

The researcher, acting on a recommendation from his doctoral committee, established a panel comprised of nine individuals in the State of Michigan who possess expertise on middle school educational programs (Appendix C).

A letter stating the purpose of the study (Appendix D); an opinion form listing the sixty-eight schools with assistant principals (Appendix E), and a self addressed envelope were mailed to the panel members.

Opinion forms were received from five panel members; four did not respond. Three expressed in letters their reasons for not completing the form (Appendix F). They, however, recommended the names of three people capable of supplying the information requested. The name of a fourth person was acquired from a phone call made to the office of the other declining member. These four individuals were used as replacements for the four panel members that did not respond to the opinion form (Appendix G).

Nine opinion forms were received from the nine panel members. The opinion forms revealed that, out of a total of six hundred twelve ratings dealing with the panel members knowledge of the educational programs of the sixty-eight middle schools, 5.7 percent (35) of the ratings fell in the category of "well acquainted with the educational

program; 9.5 percent (58) of the ratings fell into the category of "fairly acquainted with the educational program"; 13.6 percent (77) of the ratings fell into the category of "limited knowledge of the educational program"; and 72.2 percent (442) fell into the category of "no comment" about the educational program. As a result of 85.8 percent (519) of the ratings falling into the categories of "limited knowledge of the educational program" and "no comment" about the educational program, the attempt to identify those middle schools implementing a true middle school philosophy in their educational programs was inconclusive.

Method of Selecting the Junior High School Assistant Principals

The following steps were taken in selecting the one hundred twenty-five junior high school assistant principals.

The names of one hundred six junior high school assistant principals were selected from the Michigan Association of Secondary School Principals Membership List. This list is comprised of administrators (principals and assistant principals) in the State

of Michigan who belong to the Michigan Association of Secondary School Principals.

Eleven junior high school assistant principals were also acquired from the survey of the two hundred six middle schools. These individuals were employed in the eleven schools that were classified as junior high schools.

During the meeting at the Detroit Public Schools Department of Research and Evaluation efforts were made to obtain the approval to use eleven junior high schools with assistant principals. These schools would coincide with the eleven middle schools that had been previously selected. However, approval was granted to use only eight junior high schools.

Therefore, the total population of one hundred twenty-five assistant principals working in junior high schools was used in the study.

Construction of the Instrument

The total instrument contained six sections. They were: the Preparation and Training Questionnaire (Parts

A and B), the Role Perception Questionnaire (Part C), the Need Satisfaction in Work Questionnaire (Part D), the Optional Section (Part E) and the Demographic Data Sheet.

The Preparation and Training Questionnaire was constructed by the researcher and reviewed and approved by the doctoral committee, the School of Education Research Committee, and Ms. Esther Schaeffer, statistician in the Horace H. Rackham Statistical Research Laboratory. Part A examines the opinions of the assistant principals toward the type of preparation and training a person should receive for the role of assistant principal. Part B examines the evaluations of the assistant principals toward the type of preparation and training they received for the role of assistant principal.

The Role Perception Questionnaire was taken from Measure of Occupational Attitudes and Occupational Characteristics, by John P. Robinson, Kendra Head, and Robert Athanasiou, Survey Research Center, The University of Michigan, February 1969. Questions were taken from the Indices of Alienation and the Job Motivation measurement instruments. Also included are some questions that were created by the researcher.

The Need Satisfaction in Work Questionnaire was also obtained from Measures of Occupational Attitude and

Occupational Characteristics. This questionnaire asks the assistant principals to rate their satisfaction with certain aspects of the roles they perform.

The Optional Section (Part E) asks for any comments that are relative to the role of assistant principal.

The Demographic Data Sheet was used to acquire background information about the assistant principals.

Procedure

A copy of the instrument, a letter stating the purpose of the study and a self-addressed envelope were mailed to the sixty-eight middle school assistant principals and one hundred twenty-five junior high school assistant principals (Appendices H and I).

After completing the instrument, the assistant principals were asked to return their responses to the researcher by mail. A follow-up letter was mailed to those assistant principals who had not responded at the end of a three-week time period (Appendix J).

When all instruments were received, they were reviewed for corrections and then put on computer cards in preparation for the statistical analysis.

The methods used in the statistical analysis were the Fisher's Exact Probability Test, Chi square, the Kolmogorov-Smirnov Two Sample Test, and the student t-test.

Limitations of the Study

The following are the limitations of the study:

1. Only assistant principals working in middle schools and junior high schools between September and December of 1975 were used in the study.
2. The perceptions of other professional educators in middle schools and junior high schools were not included in the study.
3. There is little research done on the role of the assistant principal in the middle school and junior high school settings. Most of the research literature available is directed toward the role of the principal.
4. The perceptions of the assistant principals' role in this study are not intended to be a comprehensive job description of the assistant principal's role.

Plan of Presentation

Chapter I has discussed the background of the study, defined the problem, explained the need and purpose for the research; discussed the methodology and stated the limitations of the study.

Chapter II will present the review of literature.

Chapter III will present and analyze the data and identify the findings.

Chapter IV will present the summary, findings, conclusions and recommendations based upon the research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter will review the literature on the role of the assistant principal in secondary school settings. Included in the review of literature will be the growth and development of the middle school and junior high school and their respective educational programs.

Early secondary schools in the United States, relatively, small and administratively uncomplicated as they were, did not require full time administrators. As increasing numbers of pupils went on to secondary school and as schools grew in size and function, a distinct need for full time administrators -- first the principal and then the assistant principal developed.¹

The role of the vice principal or assistant principal in the American secondary school is still a clouded issue.²

¹E. Dale Davis and John Moore, "The Assistant Principal in the Junior High School," NASSP Bulletin, January 1965, p. 1.

²Leo Hurley, "The Vice Principal: Educational Leader or Hatchet Man," NASSP Bulletin, January 1965, p. 12.

Too often in the eyes of students, parents, staff, and alas, even some educators in high places, the vice principal is looked upon mainly as the "hatchet man," he is the fellow who metes out the punishment. When one goes to him, real trouble is on the horizon. This view of the vice principal is very negative and destructive.³ This is also destructive for a person acting out his or her role as an assistant principal.

The environment in which the assistant principal functions creates conditions that regulate the assistant principal's role. The first condition affecting the assistant principal's role is that he functions in somewhat stratified to highly stratified and complex school organizational patterns which contain many difficult human relation problems. The second condition is that it is extremely difficult to define clearly the assistant principal's authority.⁴

Very little information can be found in professional literature concerning the assistant principal's responsibilities.⁵ However this does not denigrate the role of the assistant principal.

³Ibid.

⁴Melvin Michaels, "The Role of the Assistant Principal," NASSP Bulletin, January 1965, p. 7.

⁵Ibid., p. 2.

According to Davis and Moore, the assistant principal's role is increasing in importance. The consolidation of small school districts into single large units and rapidly increasing school enrollments are reasons for the evaluation of the assistant principalship. The employment of properly qualified assistant principals can help solve the problem of providing adequate professional leadership and supervision while not neglecting the administration of the school.⁶

In many schools the assistant principal is thought of as the additional administrator. In very few jobs is there complete and ultimate responsibility.⁷ However, the assumed belief many people have of the assistant principal is that of the school disciplinarian.

Such terms as assistant principal, role, middle school, and junior high school will be used constantly in this chapter. Similar definitions of these terms were included in Chapter One. However, for the purpose of clarity and understanding of Chapter Two, a definition of these terms will be included in the review of literature.

⁶Davis and Moore, p. 2.

⁷Jack Childress, "The Challenge of the Assistant Principalship," NASSP Bulletin, October 1973, p. 2.

The middle school is:

A school administrative unit typically between the primary elementary unit and the last or secondary unit in the school system; in one form of organization includes in one school children of approximate ages 10 to 14 from conventional grades 5 to 8, making possible a primary school for kindergarden through grade 4 and a 4-year high school for grades 9 through 12; viewed as serving a transitional function from childhood to adolescence; seeks to overcome the rigidity of departmentalization, the pressures of intra-school competition and the tension of older adolescent functions commonly found in the conventional junior high school.⁸

Emphasis is directed primarily toward the acquisition of basic skills as in elementary school, not toward the ultimate specialization of the high school. Rather its emphasis is upon support of the student in the learning situation as he ascertains his capabilities for learning and for orientation to this environment in light of his developing physical, social, intellectual, and psychological attributes.⁹ The middle school systems of education encompass students, professional and nonprofessional staffs, materials, facilities, and finances. The school features a rational approach to the learning situation using all available

⁸Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1973), p. 366.

⁹M. Anns Grooms, Perspectives on the Middle School, (Columbus: Charles E. Merrill Books, Inc., 1967), p. 4.

resources to facilitate student learning. The middle school is a "transition" school. The ideal instructional program, with flexibility to meet individual needs of a learner, is designed to function in such a manner as to enable the boy or girl to move securely from one class group and one teacher to many groups, large and small, of his peers and an increasing number of teachers. The ideal physical plant provides learning areas to facilitate this transition.¹⁰

The junior high school is defined as:

Usually, a school that enrolls pupils in grades 7, 8, 9, less commonly, grades 7 and 8 or 8 and 9; maybe a separate school or the lower part of a junior-senior high school; if separate, sometimes spoken of as a "segregated junior high school."¹¹

A school characterized as a junior high school should emphasize and provide integration, exploration, guidance, differential, socialization and articulation.¹² It is a necessity for the junior high school to meet the needs of the student.

¹⁰George Mills, The Middle School (Michigan Association of School Boards), 1964, p. 2.

¹¹Good, p. 322.

¹²William Van Til, Modern Education for the Junior High School Years (Indianapolis: The Bobbs-Merrill Company, Inc., 1961), pp. 31-32

The basic function of the junior high school has not changed greatly since its early inception in 1895. According to Faunce and Clute in 1961, there are three major functions of the junior high school. These functions were the result of the particular needs and growth development of the junior high school student. These are:

- 1) To attack the common problems faced by young adolescents in our society, employing and improving command of basic skills and knowledge from many sources for this purpose.
- 2) To enrich and differentiate learning by exploration of vocational and other individual interests.
- 3) To assist the early adolescent to make a satisfactory personal social adjustment.¹³

A role is defined as:

The characteristic behavior shown by an individual within a given group; the behavior patterns of functions expected of or carried out by an individual in a given societal context;¹⁴

¹³Roland C. Faunce and Morrel J. Clute, Teaching and Learning in the Junior High School (Belmont, Calif.: Wadsworth, 1961), p. 16.

¹⁴Good, p. 502.

an internally consistent series of conditioned responses by one member of a social situation which represents the stimulus patterns for a similarly internally consistent series of conditioned responses of other(s) in that situation; dealing with human behavior in terms of roles, therefore, requires that any item of behavior must always be placed in some specified self-other context;¹⁵ a part or function assumed by someone. Specific responsibilities within groups (roles) may be rotated, shared, or delegated by leaders or by group consensus; ¹⁶ refers to patterns of behavior expected of an individual by his group and to himself;¹⁷ refers to the part taken or assumed by a professional worker;¹⁸ perceived duties one has in an organization.¹⁹

A concise and professional role definition of the term assistant principal is difficult. The role of the assistant principal and the definition of the

¹⁵ Leonard S. Cottrell, Jr., "The Adjustment of the Individual to His Age and Sex Role," American Sociological Review, Vol. 7, No. 5 (October 1942), p. 617.

¹⁶ Edward C. Glanz and Robert W. Hayes, Groups in Guidance, 2nd ed. (Boston: Allyn and Bacon, Inc., 1967), pp. 6, 27, 32-34, 95-96, 271-278.

¹⁷ Phyllis N. Hallenbeck and John L. Campbell, "A Conceptual Framework for Work Adjustment Training," Journal of Counseling Psychology, Vol. 13, No. 4 (Winter 1966), p. 410.

¹⁸ Edward C. Rober, "Roles and Functions of Professionally Trained Counselors," in Counselor Development in American Society (Washington, D.C.: U.S. Department of Labor, 1965), p. 193.

¹⁹ Carroll R. Shartle, Occupational Information: Its Development and Application (3rd ed.) (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), pp. 2, 23-24, 29, 31, 62, 85, 90-91, 160-161, 170, 180.

term assistant principal is greatly determined by the administrative structure of a school. The administrative structure of a school is not consistent and the same for all schools. The position of assistant principal in American secondary schools has evolved without an adequate sense of direction or underlying philosophy.²⁰ This is also applicable to any attempts made to define the term assistant principal. However Good defines the assistant principal as an officer who is designated as an assistant to the principal of the school and whose specific powers and duties vary according to the local situation.²¹

Junior High School

The birth of the first junior high school is unclear. In his article entitled "Is this the Earliest Known Junior High School?", Heironomous indicates that in 1895 in Richmond, Indiana, "A new school building was erected on the second square of North Eighth Street, which was to house a district unit of the city school, made up of pupils of the seventh and eighth grades.

²⁰T. Marcus Gillespie, "The Assistant Principal: Status, Duties and Responsibilities," NASSP Bulletin, December 1961, p. 59.

²¹Good, p. 436.

The new unit was called "Intermediate School."²²

The school authorities made deliberate, purposeful attempts to change to a fuller, more vital offering of work for these pupils.²³

The State of Ohio also stakes a claim for the first junior high school. It was in Columbus, Ohio, in 1909 that a definite effort was made to revise the traditional 8-4 plan and a three-year intermediate school with grades 7-8-9 was introduced. Columbus was the first to use the term "junior high school." The recommendation was that there be little if any curricular change for the ninth grade, as that grade is practically standard in all the high schools of the country.²⁴

In California the second junior high school in the United States was created. The date was January 1910 in the city of Berkeley. Frank Bunker, then superintendent, was very instrumental in implementing the operational and organizational pattern of the junior high school. He favored a 3-3-3 plan because

²²N.C. Heironomous, "Is This the Earliest Known Junior High School?" The Clearinghouse (May 1940), p. 518.

²³Ibid.

²⁴Alvin W. Howard and George C. Stoumbis, "The Junior High and Middle School," Issues and Practices (London: Intex Educational Publishers, 1970), p. 13.

of the high drop-out rate currently experienced at the end of the fifth grade.²⁵ These schools were first titled "Introductory High School," a name that never caught on.²⁶ The junior high schools in Berkeley became designated as the place where the first junior high schools existed.

The junior high school became widespread. Its early acceptance and growth was surprisingly strong for radical innovation in school organization. Los Angeles in 1911; Grand Rapids, Michigan; Concord, New Hampshire; Evansville, Indiana; and many other communities organized junior high schools.²⁷ However, the accepted dates for the first junior high school are 1900-1910, when Columbus and Berkeley created junior high schools.

The most important impetus for the growth and creation of the junior high school was the diverse and changing growth and development of the student. Many influential educators and psychologists had great influence on the justification for the junior high school.

²⁵Ibid., p. 13.

²⁶Van Til, p. 5.

²⁷Ibid.

E. L. Thorndike, the distinguished psychologist gathered data on drop-outs in twenty-three cities of 25,000 or more population.²⁸ To some his findings were shocking. The most comprehensive study was conducted by George Strayer, a professor of educational administration at Teachers College, Columbia University.²⁹

The findings of these studies showed an immense drop-out rate among students beyond the fifth grade. Only slightly more than one in ten first graders ever completed the high school years.³⁰ Many educators were under the belief that a number of factors were influencing students. Some of these factors were irregular attendance, late entrance, child labor, and illness.³¹ One factor of great concern was the nature of the school program.

Two psychological theories influenced the justification for the creation of the junior high school. G. Stanley Hall wrote two volumes entitled Adolescence. To Hall, adolescence was a time of abrupt and radical change. He believed these changes took place in all

²⁸E. L. Thorndike, "The Elimination of Pupils from School," Bulletin, 1907, No. 4, U.S. Department of Interior, Bureau of Education, 63 pages.

²⁹Van Til, p. 5.

³⁰*Ibid.*, p. 13

³¹*Ibid.*

phases of a youngster's life--physical, mental, social, moral, and emotional.³²

Those who accepted Hall's theory, supported a new approach for the adolescent. Along with this theory was the emergence of new ideas, new methods, and special provisions for the newly discovered unique student. For many years Hall's theories influenced programs for adolescents and were the only ones to exist.

Many educational programs of the late nineteenth century and the early twentieth century assumed that students were very much alike. This idea may have stemmed from the characteristics of students of early American schools, who were a very homogenous population.

The belief that all students were alike received a counter argument from psychologists such as James Cattell and Edward L. Thorndike. Their works emphasized individual differences. Though almost everybody accepted the reality that individuals were different, not too many had bothered to apply the idea to schools.³³

³²Ibid., p. 16.

³³Ibid., p. 17.

John Dewey also had valuable input into the justification for the creation of junior high schools. He believed that coordination and articulation were a major difficulty of the secondary school, since it was caught in the middle with the elementary school on one side and the college on the other. He predicted that the discussion of the past few years on the relation of the high school to the college would change its focus to the effect of what was taught upon the growth of the individual. That the effect was enormous is shown when a leader of the magnitude of John Dewey attacked wasted time in the upper elementary school and advocated a school and curriculum concerned with the individual.³⁴

The physical development of the child was also an important factor that influenced the demand for the development of the junior high school. With the inclusion of social development, emotional maturity, intellectual interest and skills of the student, the idea of the junior high school was a well timed innovation. Such disparities between students stirred the interest of educators.

The changing faces of society during the early twentieth century also influenced the inception of the junior high school. Millions of immigrants were arriving

³⁴Howard and Stoumbis, p. 11.

in the United States during the late nineteenth century and the early twentieth century. Child labor and the impact of child labor laws were felt. The public school rendered services of older institutions that could not make adjustments to the changing times. Some social forces stressed vocational education for the young, while others stressed citizenship through education. In view of the diverse factors that influenced the growth of the junior high school, the spread of the junior high school was definitely a sign of the times.

The creation of the first junior high stressed meeting the needs of the individual student. Since the earlier years of the twentieth century, stating the functions and the purposes of the junior high school has been a constant and cumbersome ordeal. The most widely accepted statement of the junior high functions were devised as a result of the study conducted by William T. Gruhn in collaboration with Harl. R. Douglass near the year of 1940. This statement included six basic functions.

Function I: Integration

To provide learning situations in which pupils may use the skills, attitudes, interest, ideals, and understandings previously acquired in such a way that they will become coordinated and integrated into

effective and wholesome pupil behavior.

To provide all pupils a broad, general, and common education in the basic knowledge and skills which will lead to wholesome, well-integrated behavior, attitudes, interest, ideals, and understandings.

To provide for effective correlation among the studies, learning activities, and extraclass activities of the total program of education.

Function II: Exploration

To lead pupils to discover and explore their specialized interest, aptitudes, and abilities as a basis for decisions regarding educational opportunities.

To lead pupils to discover and explore their specialized interest, aptitudes, and abilities as a basis for present and future vocational decisions.

To stimulate pupils and provide opportunities for them to develop a continually widening range of cultural, social, civic, avocational, and recreational interest.

To help pupils identify interest in school which will provide motivation for them to continue their formal education and to participate in educational and recreational interest.

Function III: Guidance

To assist pupils to make intelligent decisions regarding present educational activities and opportunities and to prepare them to make future educational decisions.

To assist pupils to make intelligent decisions regarding present vocational opportunities and to prepare them to make vocational decisions.

To assist pupils to make satisfactory mental, emotional, and social adjustments in their growth toward wholesome, well adjusted personalities.

To stimulate and prepare pupils to participate as effectively as possible in learning activities so that they may reach their individual interest and talents.

Function IV: Differentiation

To provide differentiated educational facilities and opportunities suited to the varying backgrounds, interests, aptitudes, abilities, personalities, and needs of pupils, in order that each pupil may realize most economically and completely the ultimate aims of education.

To provide learning activities in all areas of the educational program which will be challenging, satisfying, and at a level of achievement appropriate for pupils of different backgrounds, interest, abilities, and needs.

Function V: Socialization

To provide increasingly for learning experiences which will prepare pupils to participate in and contribute to our present complex society and help them adjust to future developments in that society.

To provide learning experiences which will prepare pupils for effective and satisfying participation as responsible citizens in our democratic society, both at their present level of maturity and, later, as adult citizens.

To provide learning experiences which will prepare pupils for participation in an effective and mature manner in the activities of young adolescents and, later, as older adolescents and adults.

To help pupils appreciate, understand, and function effectively in a society in which there are individuals with different interest, abilities, backgrounds, and educational and vocational goals.

Function VI: Articulation

To provide a gradual transition from preadolescent education to an educational program suited to the needs and interests of adolescent boys and girls.

To help pupils acquire backgrounds and skills which will prepare them to participate effectively in the educational activities and program at their present

level and, later, in the upper secondary school, post-secondary schools, and adult life.³⁵

Middle School

The middle school evolved out of the familiar concept of a transitional school clothed in a different organizational pattern. The 5-3-4 or 4-4-4 middle school organizational plan has served as a practical solution to the pressing building needs. At the same time, theorists have seen in the middle school educational advantages over the traditional junior high school.³⁶

The reasons for the "middle school" are not simple. They consist of a complex, interrelated series of observations and studies.³⁷

For some time the junior high school concept has been under scrutiny. Many educators believe that while the theory of the junior high school is excellent, in practice it has resulted in junior high schools becoming miniature senior high schools, with social

³⁵William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: Ronald, 1971), pp. 75-76.

³⁶Pearl Brod, "The Middle School: Trends Toward Its Adoption," The Clearinghouse, 40: 331, February 1966.

³⁷George E. Mills, "The How and the Why of the Middle Schools," Nation's Schools, 68: 43, December 1961.

activities, the athletic programs, and the instructional programs of the senior high school has not solved the problem of educating boys and girls at lower age levels. Rather, it has multiplied and intensified the problems of their normal growth and development.³⁸

According to William Alexander, however honorable its inception as a school to ease the transition from elementary to high school, the junior high school became a junior in fact to the high school. Despite many exceptions, especially in the grade 6-8 structures of suburban communities that never relinquished the four-year high school, the grade 7-9 junior high school became the typical and now the traditional, soon to vanish (or be remodeled) school in the middle. But it was never really the middle, mathematically or programatically, and tended to foist on children in the middle of their development from childhood to adolescence an organization and program copies from the school for full-blown adolescents, the high school.³⁹

Alexander also states that junior high was undoubtedly intended by its founders early in this century to be a middle school bridging the elementary and high school, but the junior high school has generally become a school more like the high school, better geared to the teenager than the "in-betweenager." At the same

³⁸Ibid.

³⁹William Alexander, "The New School in the Middle," Phi Delta Kappan, 50: 335, February 1969.

time children are maturing earlier and knowledge is expanding, and the traditional self-contained classroom organization of the elementary school, with its limited program, seems increasingly inadequate for learners moving toward adolescence.⁴⁰

Apparently the focus point of any middle school program is the child and his individual needs sociably, educationally, mentally, and physically. Why is there so much concern for these personal characteristics of the child?

In this regard, there is evidence in the area of child growth and development to show that a transition takes place in the intellectual process of the child at about the sixth grade level in which he is able to develop greater depth and understanding in his subjects. This is an important need and differs quite markedly from the concrete experiences to which he has been exposed in his elementary years. Coupled with this transition in the child's intellectual process, a physical change is taking place, namely the onset of puberty. Throughout this entire early adolescent period the child is becoming aware of himself as an individual who possesses both abilities and limitations, and he is trying to assess

⁴⁰William Alexander, "The Emergent Middle School." (New York: Holt, Rinehart, and Winston, Inc., 1969), preface.

and reassesses himself physically, socially, intellectually, and emotionally.⁴¹ Undoubtedly the child 10 through 14 years of age is passing through many stages. The child's inquisitiveness is centered around the desire to know why things are happening to him as well as around him.

What is the concept of the middle school? Its predecessor, the junior emphasized bridging the gap between elementary and senior high school.

The middle school is "a school for growing up."⁴²

In the pure sense, the middle school consists of grades five, six, seven, and eight. Some middle schools enroll grades six, seven, and eight, and some grades seven and eight.⁴³

The middle school concept, functionally different from its predecessors, seeks to serve more effectively the educational needs of this age group.⁴⁴

The reasons for the emerging middle school concept are many, and they are not simple. In broad sense, the expanding world of knowledge, the exposure of youth to a wealth of experiences via the various forms of mass

⁴¹Constant A. Madon, "The Middle School: Its Philosophy and Purpose," Clearinghouse 40:329, Feb. 1966.

⁴²Mills, p. 1.

⁴³Ibid.

⁴⁴Ibid.

communications, the availability of transportation, the increased knowledge of the nature of the learner, and the process by which he learns as well as the pyramiding tasks placed upon the school, demand an organizational structure and function that will better serve the "middle grade" boys and girls in our schools.⁴⁵

Within the organizational structure of any middle school there must be emphasis on the uniqueness of its program in meeting the individual needs of the children.

Atkins mentions the following as a distinguishing feature of the middle school, self-directed learning, and learner-centered evaluation.⁴⁶

What would be the advantages of having a middle school program implemented within a school? Obvious there must not only be advantages for the individual child, but also advantages for programs, building plans, and education in general.

The following is offered as a fairly comprehensive, generalized list of the advantages claimed for the middle school:

- (1) It gives this unit a status of its own, rather than a "junior high classification."

⁴⁵ Ibid.

⁴⁶ Neil P. Atkins, "Rethinking Education in the Middle," Theory Into Practice (Columbus: Ohio State University College of Education, 1968), p. 118.

- (2) It facilitates the introduction in grades 5 and 6 of some specialization and team teaching in staffing patterns.
- (3) It also facilitates the reorganization of teacher education which is sorely needed to provide teachers competent for the middle school; since existing patterns of neither the elementary nor secondary teacher training programs would suffice, a new patterns must be developed.
- (4) Developmentally, children grades 7-8 are probably more alike than children in grades 7-9.
- (5) Since they are undergoing the common experience of adolescence, 6th through 8th graders should have special attention, special teachers, and special programs that emphasize their uniqueness:⁴⁷

1. Attitudinal stance, a difference in the approach to the task at hand.

"The uniqueness of the middle school is not so much a matter of organization, of grouping, of schedules, or of staffing, as it is a matter of attitude, of expectation,

⁴⁷Brod, p. 331.

of sensitivity, and of perception.

The mission of the school is viewed as neither remedial or preparatory."

2. The middle school is "characterized organizationally by flexibility, environmentally by sensitivity to changing needs and instructionally by individualization." It is not entirely accidental that the middle schools are also characterized as particularly open to innovative programs and practices.
3. Another distinguishing characteristic of the middle school is the shift in emphasis from the mastery of knowledge to the utilization of knowledge. "The prominent features of the program include some form of these four ideas: diagnostic teaching, individualized instruction, self-directed learning and learner centered evaluation."⁴⁸

- (6) It provides an opportunity for gradual change from self-contained classroom to complete departmentalization.

⁴⁸ Atkins, p. 118.

- (7) Additional facilities and specialist can be made available to all children one year earlier.
- (8) It permits the organization of a program with emphasis upon a continuation and enrichment of basic education fundamentals.
- (9) It facilitates extending guidance services into elementary grades.
- (10) It helps to slow down the "growing-up" process from K-8 because the oldest group is removed from each level.
- (11) It puts children from entire districts together one year earlier, aiding sociologically.
- (12) Physical unification of grades 9-12 permits better coordination of courses for the senior high school.
- (13) It eliminates the possibility of some students and parents not being aware of the importance of the ninth grade as part of the senior high school record, particularly in terms of college.
- (14) It eliminates the need for special programs and facilities for one grade and eliminates the problems created by the fact that the

ninth grade is functionally a part of the senior high school.

- (15) It reduces duplication of expensive equipment and facilities for the one grade. The funds can be spent on facilities beneficial to all grades.
- (16) It provides both present and future flexibility in building planning, particularly when it comes to changing school population.⁴⁹

Assistant Principal

There has not been extensive amounts of literature written on the role of the assistant principal. Many refer to the assistant principal as the forgotten man in most school settings.

In some settings the nature of the assistant principalship is marked by many different policies and practices. These policies and practices are determined mainly by the principal. According to Kyte the principal should be cognizant of two sound principles which will result in improved efficiency in organization and practices. One policy is the recognition of the new office as a means of providing practical in-service training

⁴⁹Brod, p. 331.

for the principalship. The second policy is the logical outgrowth of the first: the principal directs the work of the assistant so that the latter obtains supervised training and considerable experience in all phases of the principalship.⁵⁰ Kyte is implying that the assistant principalship is a stepping stone toward the attainment of a principalship.

The duties of the assistant principal vary, but the majority of the assistant principals are confined to specific tasks.

According to Bernard Fallon, the assistant principal has two areas of prime responsibility that will either make or break an administrator. These are attendance and school discipline.⁵¹

According to Edmonson, the duties of the assistant principal vary greatly and are dependent upon the size of the school and on his own and the principal's interest and capabilities. In many schools having fewer than 300 students, it will be necessary for the assistant principal to teach approximately a full program unless he is also coaching or has other tasks. In less than 1,000 enrollment, the assistant principal

⁵⁰ George C. Kyte, The Principal at Work (Ginn and Company, 1941), p. 394.

Bernard Fallon, "Advice to the Prospective Assistant Principal," NASSP Bulletin, September 1974, p. 77.

usually teaches one or more classes. Experience in the field indicates that the assistant principalship can well be a full time administrative position in schools of more than 500 students. Duties include: (1) general disciplinary control, (2) locker management, (3) daily schedule, (4) pupil program adjustments, (5) office management and records, (6) traffic and assembly management of athletics, (7) acting boys' advisor, (8) management of athletics, (9) direction of student activities, (10) business management, (11) administering general matters otherwise assigned and (12) acting as principal when the principal is away.⁵²

Bevans addresses himself to the duties and responsibilities of the assistant principal. He contends that the assistant principal is a school administrator who handles a wide variety of the school's day to day problems. He is a trouble shooter who spends much of his week bouncing back and forth from daily problems of discipline, attendance, and supervision to the more long range ones of scheduling, grade reporting, and evaluation of teachers.⁵³

⁵² J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, Administration of the Modern Secondary School (New York: The MacMillan Co.), p. 95.

⁵³ J. K. Bevans, "What Does an Assistant Principal Do?" NASSP Bulletin, October 1973, p. 81.

In an article by Jack Childress, the issues surrounding the stereotyping of the role of the assistant principal is discussed. He states that the orientation of the public and even of educators to the role of the assistant principal is a distorted one--usually negative and uninformed.⁵⁴ He further states the issues that are facing the assistant principal as a result of role stereotyping and misinformation. The issues are the following.

The first issue facing the assistant principal is anonymity. Lack of public identification does not come from students and teachers. Anonymity prevails because the job's assigned responsibilities make categorization of the role extremely difficult.

There is also a problem of career choice. Is the assistant principalship only for those who are upwardly mobile or can there be stability on the job? Can place or position stability be developed rather than role mobility in the assistant principalship? Are there jobs, positions, or roles that require specialization which can become career opportunity?

There is also the issue of rationale for a career orientation. The concept of a "second man theme" may be appropriate for many individuals. A positive

⁵⁴ Childress, p. 1.

orientation by organizations and collegiate institutions toward the role of the assistant principal can create positive orientations on the part of individuals.

Directions for the professionalization of the assistant principal is another issue. Role definition for the assistant principalship must be undertaken. The role of the assistant principal therefore will be different from school to school or from administrator to administrator. The assistant principal must be recognized as a member of the administrative team and as an individual who has certain competencies which will strengthen the school and its progress.

Another issue that cannot be overlooked is the issue of preparation that must be developed especially for the job to be done. An understanding of administrative decision making, administrative activities, organizational analysis and the role of various elements of the administrative team is also needed. The development of at least some competency in a specialty, curriculum, guidance, and counseling service, or in some area of finance or management should be emphasized.

Another important issue is leadership. Leadership identification will bring professional recognition. Incorporating concepts of special abilities and special training, the role is as distinct as the principalship, intercedent but separate. The individual must be willing

to play "second banana" either permanently or temporarily.

The final prescription is to take a major charge from within and find a point of special contribution. The major challenges to the development of professional status for the assistant principal are to build a role expectation and satisfaction within it. When the emphasis is on building, self-degradation and destruction give way to enhancement, satisfaction, and a feeling of contribution.⁵⁵

Within the organizational structure of the junior high, the assistant principal is the administrator that has the greatest amount of contact with the student. Because of the personal characteristics of the student, it is necessary that the role of the assistant principal be precisely defined and the assistant principal must possess the personal characteristics that are conducive to the environment of the junior high school.

Cantly conducted a study on the role of the assistant principal in California Junior High Schools. The purpose of the study was to determine the functions of 266 assistant junior high school principals. Areas investigated were: (1) duties and responsibilities of the assistant principals, (2) the degree of responsibility

⁵⁵ Ibid., pp. 3-8.

for each activity, and (3) general and personal characteristics of the assistant principal.

Findings were that: (1) the assistant principal's greatest responsibility is in pupil personnel services and administration of activities program. (2) The assistant principal's least responsibility is in the instructional program. (3) Most schools consisted of two assistant principals. (4) The principals delegated authority and duties to the assistant principal. (5) Assistant principals considered their position as a stepping stone to greater administrative heights, and (6) 71 percent of the assistant principals were men.⁵⁶

In a study by John K. Williams, the role of the junior high and middle school assistant principal in the areas of curriculum and instruction was examined. The study was undertaken to determine three things: (1) extent and depth of the participation of the middle and junior high assistant principal in the leadership of curriculum development and improvement of instructional practices, (2) to identify and analyze the assistant principal's duties and responsibilities in the development and improvement of curriculum and instruction,

⁵⁶Bruce Allen Cantley Jr. "The Role of the Assistant Principal in California Junior High Schools," Dissertation Abstracts International, Vol. 32, No. 12, 6703-A, 1972.

and (3) to determine the assistant principal's professional education and experience background and his desire to be more involved in the development and improvement of curriculum and instruction.

The summary of the study follows:

- (1) most assistant principals received master's degrees and also received or are working on postgraduate degrees.
- (2) Most assistant principals taught a wide variety of students at different levels.
- (3) The duties of the assistant principals vary in scope; most mentioned was discipline.

The majority of assistant principals reported that they were inadequately prepared to assume a dynamic role in curriculum and instruction. The majority of the assistant principals viewed their position as a professional education assignment.⁵⁷

The role of the assistant principal in the junior high and middle school is a very important issue. Because of the growth and developmental characteristics of students who attend the junior high and middle school, the assistant principal must possess skills that are conducive to their educational growth. Obviously, the

⁵⁷ John K. Williams, "An Analysis of the Role of Selected Colorado Middle and Junior High School Assistant Principals in Curriculum and Instruction Leadership," Dissertation Abstracts International, Vol. 35, No. 11, 6982-A, 1974.

assistant principal is faced with enormous duties and responsibilities. Steps must be taken and research must address the issues that surround the role of the assistant principal in the middle school and junior high school setting. These steps must be pursued not only for the enhancement of the role of the assistant principal but also for the strengthening of the educational programs and organizational structure of the junior high and middle schools.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

Presentation of the Data

The presentation and analysis of the data collected from the survey of 193 assistant principals is presented in this chapter. Sixty-eight of the assistant principals were working in middle schools and 125 were working in junior high schools.

Eighty-one percent of the 193 assistant principals responded and returned the instrument. Of the 68 middle school assistant principals, 79 percent responded, and 82 percent of the 125 junior high school assistant principals responded and returned the instrument. Nineteen percent of the assistant principals did not respond.

The format used in presenting the data follows:

- (1) Demographic Data.
- (2) Data relative to the four research hypotheses.
- (3) The unstructured comments of the middle and junior high school assistant principals.

The demographic data were not used, of course, in testing the hypotheses. However, the demographic data are presented for analysis. Actual responses are reported.

The computer program used for the analysis of data relative to the hypotheses was the Michigan Interactive Data Analysis System (MIDAS). The level of statistical significance chosen for this study was .05.

Analysis of the Demographic Data

The demographic data are presented in Tables 1 through 10. Table 1 is concerned with the ages of the assistant principals.

TABLE 1

A COMPARISON OF THE AGES OF MIDDLE SCHOOL AND
JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS

Age	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
24-29	5	9.3	7	6.9
30-35	20	37.0	26	25.7
36-41	13	24.1	27	26.7
42-47	8	14.8	21	20.8
48 and over	8	14.8	20	19.8
Total	54	100.0	101	100.0

9.3 percent of the middle school assistant principals and 6.9 percent of the junior high school assistant principals are between the ages of 24 and 29. Thirty-seven percent of the middle school assistant principals and 25.7 percent of the junior high school assistant principals are between the ages of 30 and 35. Of the middle school assistant principals, 24.1 percent compared to 26.7 percent of the junior high school assistant principals are between the ages of 36 through 41. 14.8 percent of the middle school assistant principals and 20.8 percent of the junior high school assistant principals are between the ages of 42 through 47. 14.8 percent of the middle school assistant principals and 19.8 percent of the junior high school assistant principals are 48 years old and over.

Table 1 indicates that there is a greater percentage of middle school assistant principals than junior high school assistant principals who are 24 through 29 and 30 through 35 years old. Table 1 also indicates that there are a greater percentage of junior high school assistant principals than there are middle school assistant principals who are 42 through 47 and 48 years old and over. The junior high school assistant principals are slightly older than the middle school assistant principals.

Table 2 is concerned with the race of the assistant principals.

TABLE 2

A COMPARISON OF THE ETHNIC BACKGROUNDS OF THE MIDDLE
SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT
PRINCIPALS

Race	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Black	4	7.4	7	6.9
White	49	90.7	93	92.1
Mexican American	9	9	1	1.0
American Indian	1	1.9	0	0
Other	0	0	0	0
Total	54	100.0	101	100.0

7.4 percent of the middle school assistant principals and 6.9 percent of the junior high school assistant principals are black; 90.7 percent of the middle school assistant principals and 92.1 percent of the junior high school assistant principals are white; 1 percent of the junior high school assistant principals are Mexican American and 1.9 percent of the middle school assistant principals are American Indian. Table 2 indicates that the majority of the middle school and junior high school assistant principals are white.

Table 3 is concerned with the sexual characteristics of the assistant principals.

TABLE 3

A COMPARISON OF THE SEX OF THE MIDDLE SCHOOL
AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS

Sex	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Male	52	96.3	91	90.1
Female	2	3.7	10	9.9
Total	54	100.0	101	100.0

96.3 percent of the middle school assistant principals and 90.1 percent of the junior high school assistant principals are males. 3.7 percent of the middle school assistant principals and 9.9 percent of the junior high school assistant principals are females.

Table 3 indicates that the majority of the middle school and junior high school assistant principals are males.

Table 4 refers to the total number of years the assistant principals have been administrators.

TABLE 4

A COMPARISON OF THE NUMBER OF YEARS THE MIDDLE SCHOOL
AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS
HAVE BEEN ADMINISTRATORS

	Number	Mean Years
Middle School Assistant Principals	54	5.4
Junior High School Assistant Principals	101	6.1

Middle school assistant principals have been administrators for an average of 5.4 years. Junior high school assistant principals have been administrator for an average of 6.1 years.

Table 4 indicates that in terms of average years of service, the junior high school assistant principals have been administrators .7 years longer than the middle school assistant principals.

Table 5 is concerned with the number of years the assistant principals have been administrators in their respective schools.

TABLE 5

A COMPARISON OF THE NUMBER OF YEARS THE MIDDLE SCHOOL
AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS HAVE
BEEN ADMINISTRATORS IN THEIR RESPECTIVE
SCHOOLS

	Number	Years
Middle School Assistant Principals	54	4.0
Junior High School Assistant Principals	101	5.2

The average number of years that middle school assistant principals have been administrators in their respective schools is 4 years. The average number of years that junior high school assistant principals have been administrators in their respective schools is 5.2 years.

Table 5 indicates that in terms of average years, the junior high school assistant principals have been administrators in their respective schools 1.2 years longer than the middle school assistant principals.

Table 6 presents the number of years the assistant principals have been administrators in their respective schools and present positions.

TABLE 6

A COMPARISON OF THE NUMBER OF YEARS THE MIDDLE SCHOOL
AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS HAVE
BEEN ADMINISTRATORS IN THEIR RESPECTIVE
SCHOOLS IN THEIR PRESENT POSITION

	Number	Mean Years
Middle School Assistant Principals	54	3.7
Junior High School Assistant Principals	100	5.1

The average number of years that middle school assistant principals have been working in their respective schools in the role of assistant principal is 3.7 years. The average number of years that junior high school assistant principals have been working in their respective schools in the role of assistant principal is 5.1 years.

Table 6 indicates that in terms of average years, the junior high school assistant principals have been administrators in their respective schools in their present positions 1.4 years longer than the middle school assistant principals.

Table 7 is concerned with whether the assistant principals have been administrators in other schools.

TABLE 7

A COMPARISON OF THE NUMBER OF MIDDLE SCHOOL AND JUNIOR
HIGH SCHOOL ASSISTANT PRINCIPALS WHO HAVE BEEN
ADMINISTRATORS IN OTHER SCHOOLS

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Yes	15	27.8	32	31.7
No	39	72.2	69	68.3
Total	54	100.0	101	100.0

27.8 percent of the middle school assistant principals and 31.7 percent of the junior high school assistant principals have been administrators in other schools. 72.2 percent of the middle school assistant principals and 68.3 percent of the junior high school assistant principals have not been administrators in other schools.

Table 7 indicates that approximately one-third of both middle school and junior high school assistant principals have previous administrative experience. Two-thirds have not.

Table 8 is concerned with whether the assistant principals have been administrators in a field related to education.

TABLE 8

A COMPARISON OF THE NUMBER OF MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS WHO HAVE BEEN ADMINISTRATORS IN A FIELD RELATED TO EDUCATION

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Yes	17	32.1	34	34.0
No	36	67.9	66	66.0
Total	54	100.0	100	100.0

32.1 percent of the middle school assistant principals and 34 percent of the junior high school assistant principals have been administrators in a field related to education. Of the assistant middle school principals, 67.9 percent, compared to 66.0 percent of the junior high school assistant principals have not been administrators in a field related to education. Table 8 indicates that approximately one-third of both middle school and junior high school assistant principals have previous administrative experience in a field related to education. Two thirds have not.

Table 9 is concerned with whether the assistant principals have held administrative positions in a field not related to education.

TABLE 9

A COMPARISON OF THE NUMBER OF MIDDLE SCHOOL AND JUNIOR
HIGH SCHOOL ASSISTANT PRINCIPALS WHO HAVE HELD
ADMINISTRATIVE POSITIONS IN A FIELD NOT
RELATED TO EDUCATION

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Yes	12	22.6	26	25.7
No	51	77.4	75	74.3
Total	53	100.0	101	100.0

Of the middle school assistant principals, 22.6 percent, compared with 25.7 of the junior high school assistant principals have held an administrative position in a field not related to education; 77 percent of the middle school assistant principals and 74.3 percent of the junior high school assistant principals have not held an administrative position in a field not related to education. Table 9 indicates that approximately one-fourth of both middle school and junior high school assistant principals have previous administrative experience in a field not related to education. Three-fourths have not.

Table 10 presents the geographical location of the middle schools and junior high schools as determined by the assistant principals when asked to place their respective school in one of three geographical categories--urban, suburban, rural.

TABLE 10
GEOGRAPHICAL LOCATION OF THE MIDDLE SCHOOLS
AND JUNIOR HIGH SCHOOLS

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Urban	10	19.2	28	28.5
Suburban	22	42.3	62	63.3
Rural	20	38.5	8	8.2
Total	52	100.0	98	100.0

19.2 percent of the middle school assistant principals and 28.5 percent of the junior high school assistant principals placed their schools in urban locations. 43.3 percent of the middle school assistant principals and 63.3 percent of the junior high school assistant principals placed their

schools in suburban locations; and 38.5 percent of the middle school assistant principals and 8.2 of the junior high school assistant principals placed their schools in rural locations.

Table 10 indicates that the junior high schools tend to be located in urban and suburban areas whereas the middle schools were located in suburban and rural communities.

Summary: The analysis of the demographic data revealed that:

- a. The junior high school assistant principals are slightly older than the middle school assistant principals;
- b. More than 90 percent (90.7, 92.1) of both the middle school and junior high assistant principals are white;
- c. More than 90 percent (96.3, 90.1) of both the middle school and junior high school assistant principals are male;
- d. In terms of average years, the junior high school assistant principals have been administrators .7 years longer than the middle school assistant principals;
- e. In terms of average years, the junior high school assistant principals have been administrators in their respective schools 1.2 years longer than the middle school assistant principals;
- f. In terms of average years, the junior high school assistant principals have been administrators in their respective schools in their

present position 1.4 years longer than the middle school assistant principals;

- g. Approximately one-third of both middle school and junior high school assistant principals have previous administrative experience. Two-thirds have not;
- h. Approximately one-third of both middle school and junior high school assistant principals have previous administrative experience in a field related to education. Two-thirds have not;
- i. Approximately one-fourth of both middle school and junior high school assistant principals have previous administrative experience in a field not related to education. Three-fourths have not;
- j. Junior high schools tend to be located in urban and suburban areas whereas the middle schools were located in suburban and rural areas.

Analysis of Data

Testing of the First Null Hypothesis

The first null hypothesis tested in this study was:

There will be no statistically significant difference between the opinions of assistant principals working in middle schools and the opinions of assistant principals working in junior high schools toward the type of preparation and training a person should receive for the role of assistant principal.

The responses of the assistant principals to Part A of the instrument are presented in the following tables.

Table 11 presents the opinions of the assistant principals when asked, "What degree should a person have for the job of assistant principal?"

TABLE 11
CHI-SQUARE ANALYSIS OF THE OPINIONS OF MIDDLE SCHOOL
AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS TO:
"WHAT DEGREE SHOULD A PERSON HAVE FOR THE JOB
OF ASSISTANT PRINCIPAL?"

	Middle School Assistant Principal		Junior High School Assistant Principal	
	Number	Percent	Number	Percent
Bachelors in Education; the Degree doesn't mat- ter as long as it is in the field of education	5	9.8	6	6.0
Masters in Education; adequate teaching ex- perience; and some hours related to the field (counseling, reading, curriculum)	46	90.2	94	94.0
Doctorate in Education*	0	0	0	0
Doctorate of Philosophy* in Education	0	0	0	0
Total	51	100.0	100	100.0

Chi-square = 1.02 DF = 3 Not significant at
the .05 level

*Not used in the Chi-square computation

The degree levels were grouped for a valid computation of the Chi-square statistic. 9.8 percent of the middle school assistant principals and 6.0 percent of the junior high school assistant principals were of the opinion that a person should have a Bachelors Degree in Education and that the specialization of the degree does not matter as long as it is in the field of Education. 90.2 percent of the middle school assistant principals and 94 percent of the junior high school assistant principals were of the opinion that a person should have a Masters in Education or a Masters in Education including some hours related to the fields of counseling, reading, and curriculum.

The Chi-square statistic indicates that there was no statistically significant difference in the opinions of the middle school assistant principals and the opinions of the junior high school assistant principals concerning the degree a person should have for the job of assistant principal.

A very important finding revealed in Table 11 was that 90.2 percent of the middle school assistant principals and 94 percent of the junior high school assistant principals were of the opinion that a person should have a Masters in Education for the job of assistant principal.

Table 12 presents opinions of the assistant principals when asked, "How many years teaching experience

should a person have before becoming an assistant principal?"

TABLE 12

CHI-SQUARE ANALYSIS OF THE OPINIONS OF MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS WHEN ASKED: "HOW MANY YEARS TEACHING EXPERIENCE SHOULD A PERSON HAVE BEFORE BECOMING AN ASSISTANT PRINCIPAL?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
0 to 3 years; the amount of teaching experience a person has is not important.	4	7.5	9	8.9
4 to 6 years	38	71.7	72	71.3
More than 6 years	11	20.8	20	19.8
Total	53	100.0	101	100.0

Chi-square = .10 df = 2 Not significant at the
.05 level

The years teaching experience levels were grouped together for a valid computation of the chi square statistic. 7.5 percent of the middle school assistant principals and 8.9 percent of the junior high school assistant principals were of the opinion that a person should have

0 to 3 years of teaching experience or the amount of teaching experience a person has is not important before becoming an assistant principal. 71.7 percent of the middle school assistant principals and 71.3 percent of the junior high school assistant principals were of the opinion that a person should have 4 to 6 years teaching experience before becoming an assistant principal. 20.8 percent of the middle school assistant principals and 19.8 percent of the junior high school assistant principals were of the opinion that a person should have more than 6 years teaching experience before becoming an assistant principal.

The data reveal that the majority of assistant principals in both middle schools and junior high schools were of the opinion that a person should have 4 to 6 years teaching experience before becoming an assistant principal.

The Chi-square statistic indicates that there was no statistically significant difference between the opinions of the middle school assistant principals and junior high school assistant principals concerning the number of years teaching experience a person should have before becoming an assistant principal.

An important finding based on Table 12 was that 92.5 percent of the middle school assistant principals and 91.1 percent of the junior high school assistant

principals were of the opinion that a person should have four or more years of teaching experience before becoming an assistant principal.

Table 13 presents the opinions of the assistant principals when asked, "How important is it for the assistant principal to have preparation and training in guidance and counseling?"

TABLE 13

KOLMOGOROV-SMIRNOV ANALYSIS OF THE OPINIONS OF THE
MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT
PRINCIPALS WHEN ASKED: "HOW
IMPORTANT IS IT FOR THE ASSISTANT
PRINCIPAL TO HAVE PREPARATION AND
TRAINING IN GUIDANCE AND COUNSELING?"

	Midle School Assistant Principal		Junior High School Assistant Principal	
	Number	Percent	Number	Percent
Very Important	18	33.3	31	30.7
Important	16	29.6	40	39.6
Somewhat Important	18	33.3	27	26.7
Not too Important	1	1.9	3	3.0
Not Important At All	1	1.9	0	0
Total	54	100.0	101	100.0

Kolmogorov-Smirnov = .07 Not significant at the
.05 level

Thirty-three percent of the middle school assistant principals and 30.7 percent of the junior high school assistant principals were of the opinion that it is very important for the assistant principal to have preparation and training in guidance and counseling.

29.6 percent of the middle school assistant principals and 39.6 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in guidance and counseling. 33.3 percent of the middle school assistant principals and 26.7 percent of the junior high school assistant principals were of the opinion that it is somewhat important for the assistant principal to have preparation and training in guidance and counseling. 1.9 percent of the middle school assistant principals and 3.0 percent of the junior high school assistant principals were of the opinion that it is not important for the assistant principals to have preparation and training in guidance and counseling.

1.9 percent of the middle school assistant principals and none of the junior high school assistant principals were of the opinion that it is not important at all for the assistant principal to have preparation and training in guidance and counseling.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between

the opinions of middle school assistant principals and junior high school assistant principals on the importance of assistant principals having preparation and training in guidance and counseling.

An important finding revealed in Table 13 was that 62.9 percent of the middle school assistant principals and 70.3 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in guidance and counseling.

Table 14 presents the opinions of the assistant principals when asked, "How important is it for the assistant principal to have preparation and training in curriculum and instruction?"

TABLE 14

KOLMOGOROV-SMIRNOV ANALYSIS OF THE OPINIONS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS
WHEN ASKED: "HOW IMPORTANT IS IT FOR
THE ASSISTANT PRINCIPAL TO HAVE PREPARATION
AND TRAINING IN CURRICULUM AND INSTRUCTION?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Very Important	15	28.3	31	30.4
Important	26	49.1	50	49.0
Somewhat Important	11	20.8	17	16.7
Not Too Important	1	1.9	4	3.9
Not Important at All	0	0	0	0
Total	53		102	100.0

Kolmogorov-Smirnov = .02 Not significant at the .05 level

28.3 percent of the middle school assistant principals and 30.4 percent of the junior high school assistant principals were of the opinion that it is very important for the assistant principals to have preparation and training in curriculum and instruction. 49.1 percent of the middle school assistant principals and 49 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in curriculum and instruction. 20.8 percent of the middle school assistant principals and 16.7 percent of the junior high school assistant principals were of the opinion that it is somewhat important for the assistant principal to have preparation and training in curriculum and instruction. 1.9 percent of the middle school assistant principals and 3.9 percent of the junior high school assistant principals were of the opinion that it is not too important for the assistant principal to have preparation and training in curriculum and instruction. None of the middle school and junior high school assistant principals were of the opinion that it is not important at all for the assistant principal to have preparation and training in curriculum and instruction.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between the opinions of middle school assistant principals and

the opinions of junior high school assistant principals on the importance of assistant principals having preparation and training in curriculum and instruction.

Another important finding revealed in Table 14 was that 77.4 percent of the middle school assistant principals and 79.4 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in curriculum and instruction.

Table 15 presents the opinions of the assistant principals when asked, "How important is it for the assistant principal to have preparation and training in community relations? "

50.9 percent of the middle school assistant principals and 45.1 percent of the junior high school assistant principals were of the opinion that it is very important for the assistant principal to have preparation and training in curriculum and instruction. 39.6 percent of the middle school assistant principals and 45.1 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in community relations. 5.7 percent of the middle school assistant principals and 9.8 percent of the junior high school assistant principals were of the opinion that it is somewhat important for the assistant principal to have preparation and training in community relations.

TABLE 15

KOLMOGOROV-SMIRNOV ANALYSIS OF THE OPINIONS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS WHEN ASKED: "HOW IMPORTANT IS IT FOR THE ASSISTANT PRINCIPAL TO HAVE PREPARATION AND TRAINING IN COMMUNITY RELATIONS?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Very Important	27	50.9	46	45.1
Important	21	39.6	46	45.1
Somewhat Important	3	5.7	10	9.8
Not Too Important	2	3.8	0	0
Not Important at All	0	0	0	0
Total	53	100.0	102	100.0

Kolmogorov-Smirnov = .06 Not significant at the .05 level

None of the middle school or junior high school assistant principals were of the opinion that it is not important at all for the assistant principal to have preparation and training in community relations.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between the opinions of middle school assistant principals and the

opinions of junior high school assistant principals on the importance of the assistant principal having preparation and training in community relations.

An important finding revealed in Table 15 was that 90.5 percent of the middle school assistant principals and 90.2 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in community relations.

Table 16 presents the opinions of the assistant principals when asked "How important is it for the assistant principal to have preparation and training in the handling of disciplinary problems?"

79.2 percent of the middle school assistant principals and 77.5 percent of the junior high school assistant principals were of the opinion that it is very important for the assistant principal to have preparation and training in the handling of disciplinary problems. 18.9 percent of the middle school assistant principals and 17.6 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in the handling of disciplinary problems. 1.9 percent of the middle school assistant principals and 3.9 percent of the junior high school assistant principals were of

TABLE 16

KOLMOGOROV-SMIRNOV ANALYSIS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS' OPINION WHEN ASKED:
 "HOW IMPORTANT IS IT FOR THE ASSISTANT PRINCIPAL
 TO HAVE PREPARATION AND TRAINING IN THE
 HANDLING OF DISCIPLINARY PROBLEMS?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Very Important	42	79.2	79	77.5
Important	10	18.9	18	17.6
Somewhat Important	1	1.9	4	3.9
Not Too Important	0	0	1	1.0
Not Important at All	0	0	0	0
Total	53	100.0	102	100.0

Kolmogorov-Smirnov = .03 Not significant at the
 .05 level

the opinion that it is somewhat important for the assistant principal to have preparation and training in the handling of disciplinary problems. 1.0 percent of the junior high school assistant principals and none of the middle school assistant principals were of the opinion that it is not important for the assistant principal to have preparation

and training in the handling of disciplinary problems. Neither the middle school assistant principals or the junior high school assistant principals were of the opinion that it is not important at all for the assistant principal to have preparation and training in the handling of disciplinary problems.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between the opinions of the middle school assistant principals and the opinions of the junior high school assistant principals toward the importance of the assistant principal having preparation and training in the handling of disciplinary problems.

Another important finding revealed in Table 16 was that 98.1 percent of the middle school assistant principals and 95.1 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in the handling of disciplinary problems.

Table 17 presents the opinions of the assistant principals when asked "How important is it for the assistant principal to have preparation and training in the overall operations of a school?"

TABLE 17

KOLMOGOROV-SMIRNOV ANALYSIS OF THE OPINIONS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS WHEN ASKED: "HOW IMPORTANT IS IT FOR THE ASSISTANT PRINCIPAL TO HAVE PREPARATION AND TRAINING IN THE OVERALL OPERATIONS OF A SCHOOL?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Very Important	27	50.0	43	42.2
Important	24	44.4	47	46.1
Somewhat Important	1	1.9	12	11.8
Not Too Important	2	1.7	0	0
Not Important at All	0	0	0	0
Total	54	100.0	102	100.0

Kolmogorov-Smirnov = .08 Not significant at the .05 level

Fifty percent of the middle school assistant principals and 42.2 percent of the junior high school assistant principals were of the opinion that it is very important for the assistant principal to have preparation and training in the overall operations of a school. 44 percent of the middle school assistant principals and 46.1 percent of the junior high school assistant principals

were of the opinion that it is important for the assistant principal to have preparation and training in the overall operations of a school. 1.9 percent of the middle school assistant principals and 11.8 percent of the junior high school assistant principals were of the opinion that it is somewhat important for the assistant principal to have preparation and training in the overall operations of a school. 1.7 percent of the middle school assistant principals and none of the junior high school assistant principals were of the opinion that it is not too important for the assistant principal to have preparation and training in the overall operations of a school. Neither group of the assistant principals were of the opinion that it is not important at all for the assistant principal to have preparation and training in the overall operations of a school.

The data reveal that both the middle school assistant principals and the junior high school assistant principals feel very strongly about the assistant principal having preparation and training in the overall operations of a school. This is clearly supported by the Kolmogorov-Smirnov statistic which indicates that there was no statistically significant difference between the opinions of the assistant principals concerning the importance of the assistant principal having preparation and training in the overall operations of a school.

An important finding revealed in Table 17 is that 94.4 percent of the middle school assistant principals and 88.3 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in the overall operations of a school.

Table 18 presents the opinions of the assistant principals when asked, "How important is it for the assistant principal to have preparation and training in organizational and leadership theory?"

TABLE 18

KOLMOGOROV-SMIRNOV ANALYSIS OF THE OPINIONS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS
WHEN ASKED: "HOW IMPORTANT IS IT FOR THE ASSISTANT PRINCIPAL TO HAVE PREPARATION AND TRAINING IN ORGANIZATIONAL AND LEADERSHIP THEORY?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Very Important	27	50.0	37	36.3
Important	23	42.6	51	50.0
Somewhat Important	2	3.7	11	10.8
Not Too Important	2	3.7	1	1.0
Not Important at All	0	0	2	2.0
Total	54	100.0	102	100.0
Kolmogorov-Smirnov = .14		Not significant at the .05 level		

Fifty percent of the middle school assistant principals and 36.3 percent of the junior high school assistant principals were of the opinion that it is very important for the assistant principal to have preparation and training in organizational and leadership theory. 42.6 percent of the middle school assistant principals and 50 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in organizational and leadership theory. 3.7 percent of the middle school assistant principals and 10.8 percent of the junior high school assistant principals were of the opinion that it is somewhat important for the assistant principal to have preparation and training in organizational and leadership theory. 3.7 percent of the middle school assistant principals and 1 percent of the junior high school assistant principals were of the opinion that it is not too important for the assistant principal to have preparation and training in organizational and leadership theory. None of the middle school assistant principals and 2.0 percent of the junior high school assistant principals were of the opinion that it is not important at all for the assistant principal to have preparation and training in organizational and leadership theory.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between the opinions of the middle school assistant principals and the junior high school assistant principals with regard to the importance of assistant principals having preparation and training in organizational and leadership theory.

An important finding revealed in Table 18 was that 92.6 percent of the middle school assistant principals and 86.3 percent of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in organizational and leadership theory.

Table 19 presents the opinions of the assistant principals when asked, "Do you feel that a person should serve in an internship program as part of his preparation and training for the assistant principalship?"

TABLE 19

CHI-SQUARE ANALYSIS OF THE OPINIONS OF THE MIDDLE SCHOOL
AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS WHEN ASKED
"DO YOU FEEL THAT A PERSON SHOULD SERVE IN AN
INTERNSHIP PROGRAM AS PART OF HIS PREPAR-
TION AND TRAINING FOR THE ASSISTANT
PRINCIPALSHIP?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Yes	32	60.4	61	59.8
No	21	39.6	41	40.2
Total	53	100.0	102	100.0

Chi-Square = .005 df = 1 Not significant at the
 .05 level

60.4 percent of the middle school assistant principals and 59.8 percent of the junior high school assistant principals were of the opinion that a person should serve in an internship program as part of his preparation and training for the assistant principalship. 39.6 percent of the middle school assistant principals and 40.2 percent of the junior high school assistant principals were of the opinion that a person should not serve in an internship program as part of his preparation and training for the assistant principalship.

The Chi-square statistic indicates that there was no statistically significant difference in the opinions of the assistant principals concerning a person serving in an internship program as part of his preparation and training for the assistant principalship.

An important finding revealed in Table 19 was that 60.4 percent of the middle school assistant principals and 59.8 percent of the junior high school assistant principals were of the opinion that a person should serve in an internship program as part of his preparation and training for the assistant principalship.

Table 20 presents the opinions of the assistant principals when asked, "Do you feel that assistant principals are receiving adequate preparation and training for their roles?"

TABLE 20

CHI-SQUARE ANALYSIS OF THE OPINIONS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS WHEN ASKED: "DO YOU FEEL THAT ASSISTANT PRINCIPALS ARE RECEIVING ADEQUATE PREPARATION AND TRAINING FOR THEIR ROLES?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Yes	15	30.0	37	37.8
No	35	70.0	61	62.2
Total	50	100.0	98	100.0
Chi-square = .87 df = 1 Not significant at the .05 level				

Thirty percent of the middle school assistant principals and 37.8 percent of the junior high school assistant principals were of the opinion that assistant principals are receiving adequate preparation and training for their roles. Seventy percent of the middle school assistant principals and 62.2 percent of the junior high school assistant principals were of the contrasting opinion that assistant principals are not receiving adequate preparation and training for their roles.

The data indicate that the majority of assistant principals in both groups feel that assistant principals are not receiving adequate preparation and training for their roles.

The Chi-square statistic reveals that there no statistically significant difference between the opinions of the middle school assistant principals and the opinions of junior high school assistant principals concerning the adequacy of the preparation and training that assistant principals receive for their role.

A very important finding revealed in Table 20 that 70 percent of the middle school assistant principals and 62.2 percent of the junior high school assistant principals feel that assistant principals are not receiving adequate preparation and training for their roles.

Summary. The statistical analysis, relative to the questions pertaining to Table 11 through Table 20 indicates that there were no statistically significant differences between the opinions of the middle school assistant principals and the opinions of the junior high school assistant principals toward the preparation and training that assistant principals should have for their role. Therefore, the null hypothesis was supported.

Although there was no statistically significant difference between the opinions of the middle school and the junior high school assistant principals, there were extremely high levels of agreement between the assistant principals concerning their opinions that:

- (1) A person should have a Masters in Education Degree for the job of assistant principal.
- (2) Assistant principals should have four or more years of teaching experience.
- (3) It is important for the assistant principal to have preparation and training in guidance and counseling, curriculum and instruction, community relations, the handling of disciplinary problems, the overall operations

of a school, and organizational and leadership theory.

(4) A person should serve in an internship program as part of his preparation and training for the role of assistant principal.

(5) Assistant principals are not receiving adequate preparation and training for their roles.

Testing of the Second Null Hypothesis

The second null hypothesis tested states that:

There will be no statistically significant difference between the evaluations of assistant principals working in middle schools and the evaluations of assistant principals working in junior high schools regarding the type of preparation and training they received for the role of assistant principal.

The responses of the assistant principals to Part B of the Preparation and Training Questionnaire are presented in the following tables.

The first question in Part B asked the assistant principal "What is the highest degree you currently hold?" The researcher had intended to use the Chi-square statistic, but the cell frequencies were too small for a valid

Chi-square computation. Therefore, the degree levels were grouped into larger categories for the computation of the Fisher Exact Probability Statistic. The Fisher Exact Probability Statistic can be performed on two-by-two tables.

Computations using the Fisher Exact Probability statistic are taken from the data presented in Tables 21a and 21b. Table 21 presents the data prior to the grouping of the degree levels. In Table 21a, the Masters in Education are grouped with the Doctorates in Education. In Table 21b, the Masters in Education are grouped with Bachelors in Education. The Doctorates in Education in both tables represent those assistant principals who have Doctorates in Education and Doctorates of Philosophy in Education.

Table 21 presents the responses of the assistant principals when asked, "What is the highest degree you hold?"

TABLE 21

RESPONSES OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL
ASSISTANT PRINCIPALS WHEN ASKED: "WHAT IS THE
HIGHEST DEGREE YOU HOLD?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Bachelors in Education	4	7.7	1	1.0
Masters in Education	8	15.4	22	22.9
Masters in Education plus other graduate work in areas related to the field (counseling, reading, curriculum)	36	69.2	72	75.0
Ph.D. in Education	3	5.8	1	1.0
Doctorate in Education	1	1.9	0	0
Total	52	100.0	96	100.0

Table 21a presents the responses of the assistant principals when asked, "What is the highest degree you hold?", when the Master and Doctorates in Education were grouped together.

TABLE 21a

FISHERS EXACT PROBABILITY ANALYSIS OF THE RESPONSES OF
THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT
PRINCIPALS WHEN ASKED: "WHAT IS THE
HIGHEST DEGREE YOU HOLD?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Bachelors in Education	4	7.7	1	1.0
Masters and Doctorates in Education	48	92.3	95	99.0
Total	52	100.0	96	100.0
Fishers Exact Probability = .16 Not significant at the .05 level				

92.3 percent of the middle school assistant principals and 99 percent of the junior high school assistant principals hold Masters and Doctorate Degrees. 7.7 percent of the middle school assistant principals and 1 percent of the junior high school assistant principals hold Bachelors Degrees.

Table 21b presents the responses of the assistant principals when asked, "What is the highest degree you hold?", when the Bachelors and Masters in Education were grouped together.

TABLE 21b
 FISHERS EXACT PROBABILITY ANALYSIS OF THE RESPONSES OF
 THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT
 PRINCIPALS WHEN ASKED: "WHAT IS THE
 HIGHEST DEGREE YOU HOLD?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Bachelors and Masters in Education	48	92.3	95	99.0
Doctorates in Education	4	7.7	1	1.0
Total	52	100.0	96	100.0

Fishers Exact Probability = .16 Not significant at the
 .05 level

92.3 percent of the middle school assistant principals and 99 percent of the junior high school assistant principals hold Bachelors and Masters Degrees in Education. 7.7 percent of the middle school assistant principals and 1 percent of the junior high school assistant principals hold Doctorates in Education.

The Fishers Exact Probability Statistic indicates that there was no statistically significant difference between the degrees that middle school assistant

principals hold and the degrees that junior high school assistant principals hold.

An important finding revealed in Table 21 was that 84.6 percent of the middle school assistant principals and 97.9 percent of the junior high school assistant principals have a Masters in Education.

Table 22 presents the responses of the assistant principals when asked "How many years teaching experience did you have prior to becoming an assistant principal?"

TABLE 22
CHI-SQUARE ANALYSIS OF THE RESPONSES OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS WHEN ASKED: "HOW MANY YEARS TEACHING EXPERIENCE DID YOU HAVE PRIOR TO BECOMING AN ASSISTANT PRINCIPAL?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
0 to 3 years	4	7.4	8	7.5
4 to 6 years	17	31.5	28	27.5
More than 6 years	33	61.1	66	64.7
Total	54	100.0	102	100.0
Chi-square = .28 df = 2 Not significant at the .05 level				

7.4 percent of the middle school assistant principals and 7.8 percent of the junior high school assistant principals had 0 to 3 years teaching experience prior to

becoming an assistant. 31.5 percent of the middle school assistant principals and 27.5 percent of the junior high school assistant principals had 4 to 6 years teaching experience prior to becoming an assistant principal. 61.1 percent of the middle school assistant principals and 64.7 percent of the junior high school assistant principals had more than 6 years teaching experience prior to becoming an assistant principal.

The Chi-square statistic reflects that there was no statistically significant difference between the number of years teaching experience middle school assistant principals had and the number of years of teaching experience junior high school assistant principals had prior to becoming an assistant principal.

An important finding revealed in Table 22 was that 92.6 percent of the middle school assistant principals and 92.2 percent of the junior high school assistant principals had 4 or more than 4 years of teaching experience prior to becoming an assistant principal.

Table 23 presents the assistant principals' evaluation of their own preparation and training in guidance and counseling prior to becoming an assistant principal.

TABLE 23

KOLMOGOROV-SMIRNOV ANALYSIS OF THE MIDDLE SCHOOL AND
JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS' EVALUA-
TION OF THEIR OWN PREPARATION AND TRAINING IN
GUIDANCE AND COUNSELING PRIOR TO BECOMING
AN ASSISTANT PRINCIPAL

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
A sufficient amount	17	31.5	33	32.4
Some	17	31.5	30	29.4
Very little	9	16.7	26	25.5
None	11	20.4	13	12.7
Total	54	100.0	102	100.0

Kolmogorov-Smirnov = .08 Not significant at the .05
level

31.5 percent of the middle school assistant principals and 32.4 percent of the junior high school assistant principals felt that they had a sufficient amount of preparation and training in guidance and counseling prior to becoming an assistant principal. 31.5 percent of the middle school assistant principals and 29.4 percent of the junior high school assistant principals

felt that they had some preparation and training in guidance and counseling prior to becoming an assistant principal. 16.7 percent of the middle school assistant principals and 25.5 percent of the junior high school assistant principals felt that they had very little preparation and training in guidance and counseling prior to becoming an assistant principal. 20.4 percent of the middle school assistant principals and 12.7 percent of the junior high school assistant principals felt that they had no preparation and training in guidance and counseling prior to becoming an assistant principal.

The Kolmogorov-Smirnov statistic conveyed no statistically significant differences between the evaluations of middle school and junior high school assistant principals concerning their own preparation and training in guidance and counseling prior to becoming an assistant principal.

An important finding revealed in Table 23 was that 68.6 percent of the middle school assistant principals and 67.6 percent of junior high school assistant principals felt that they received less than a sufficient amount of preparation and training in guidance and counseling prior to becoming an assistant principal.

Table 24 presents the assistant principals' evaluations of their own preparation and training in curriculum and instruction prior to becoming an assistant principal.

TABLE 24

KOLMOGOROV-SMIRNOV ANALYSIS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS' EVALUATION OF THEIR OWN PREPARATION AND TRAINING IN CURRICULUM AND INSTRUCTION PRIOR TO BECOMING AN ASSISTANT PRINCIPAL

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
A sufficient amount	24	44.4	31	30.4
Some	21	38.9	42	41.2
Very little	6	11.1	26	25.5
None	3	5.6	3	2.9
Total	54	100.0	102	100.0
Kolmogorov-Smirnov = .14 Not significant at the .05 level				

44.4 percent of the middle school assistant principals and 30.4 percent of the junior high school assistant principals felt that they had a sufficient amount of preparation and training in curriculum and instruction prior to becoming an assistant principal. 39.9 percent of the middle school assistant principals and 41.2 percent of the junior high school assistant principals felt that they had some preparation and training

in curriculum and instruction prior to becoming an assistant principal. 11.1 percent of the middle school assistant principals and 25.5 percent of the junior high school assistant principals felt that they had very little preparation and training in curriculum and instruction prior to becoming an assistant principal. 5.6 percent of the middle school assistant principals and 2.9 percent of the junior high school assistant principals felt that they had no preparation and training in curriculum and instruction prior to becoming an assistant principal.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between the evaluations of the two groups of assistant principals. It is important to recognize, however, that a larger percentage of middle school assistant principals felt that they had a sufficient amount of preparation and training in curriculum and instruction prior to their becoming an assistant principal.

The data also point out that a larger percentage of junior high school assistant principals felt that they had very little preparation and training in curriculum and instruction prior to their becoming an assistant principal. Another important finding revealed in Table 24 was that 55.6 percent of the middle school assistant principals and 69.6 percent of the junior high school assistant principals felt that they had less than a sufficient amount

of preparation and training in curriculum and instruction prior to becoming an assistant principal.

Table 25 presents the assistant principals' evaluations of their own preparation and training in community relations prior to becoming an assistant principal.

TABLE 25

KOLMOGOROV-SMIRNOV ANALYSIS OF THE MIDDLE SCHOOL AND THE JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS' EVALUATION OF THEIR OWN PREPARATION AND TRAINING IN COMMUNITY RELATIONS PRIOR TO BECOMING AN ASSISTANT PRINCIPAL

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
A sufficient amount	16	29.6	31	30.4
Some	19	35.2	26	25.5
Very little	14	25.9	30	29.4
None	5	9.3	15	14.7
Total	54	100.0	102	100.0
Kolmogorov-Smirnov = .09 Not significant at the .05 level				

29.6 percent of the middle school assistant principals and 30.4 percent of the junior high school assistant principals felt that they had a sufficient amount of preparation and training in community relations prior to becoming an assistant principal. 35.2 percent of the middle school assistant principals and 25.5 percent of the junior high school assistant principals felt that they had some preparation and training in community relations. 25.9 percent of the middle school assistant principals and 29.4 percent of the junior high school assistant principals felt that they had very little preparation and training in community relations prior to becoming an assistant principal. 9.3 percent of the middle school assistant principals and 14.7 percent of the junior high school assistant principals felt that they had no preparation and training in community relations prior to becoming an assistant principal.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between the middle school assistant principals and the junior high school assistant principals' evaluations of their preparation and training in community relations prior to becoming an assistant principal.

Another important finding revealed in Table 25 was that 70.4 percent of the middle school assistant principals and 69.6 percent of the junior high school

assistant principals felt that they had less than a sufficient amount of preparation and training in community relations prior to becoming an assistant principal.

Table 26 presents the assistant principals' evaluation of their own preparation and training in the handling of disciplinary problems prior to becoming an assistant principal.

TABLE 26

KOLMOGOROV-SMIRNOV ANALYSIS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS' EVALUATION OF THEIR OWN PREPARATION AND TRAINING IN THE HANDLING OF DISCIPLINARY PROBLEMS

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
A sufficient amount	17	31.5	32	31.4
Some	18	33.3	35	34.3
Very little	15	27.8	20	19.6
None	4	7.4	15	14.7
Total	54	100.0	102	100.0

Kolmogorov-Smirnov = .07 Not significant at the .05 level

31.5 percent of the middle school assistant principals and 31.4 percent of the junior high school assistant principals felt that they had a sufficient amount of preparation and training in the handling of disciplinary problems prior to becoming an assistant principal. 33.3 percent of the middle school assistant principals and 34.3 percent of the junior high school assistant principals felt that they had some preparation and training in the handling of disciplinary problems prior to becoming an assistant principal. 27.8 percent of the middle school assistant principals and 19.6 percent of the junior high school assistant principals felt that they had very little preparation and training in the handling of disciplinary problems prior to becoming an assistant principal. 7.4 percent of the middle school assistant principals and 14.7 percent of the junior high school assistant principals felt that they had no preparation and training in the handling of disciplinary problems prior to becoming an assistant principal.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between the middle school assistant principals and the junior high school assistant principals evaluation of their own preparation and training in the handling of disciplinary problems prior to becoming an assistant principal.

An important finding revealed in Table 26 was that 68.5 percent of the middle school assistant principals

and 68.6 percent of the junior high school assistant principals felt that they had less than a sufficient amount of preparation and training in the handling of disciplinary problems prior to becoming an assistant principal.

Table 27 presents the assistant principals' evaluations of their own preparation and training in the overall operations of a school prior to becoming an assistant principal.

TABLE 27

KOLMOGOROV-SMIRNOV ANALYSIS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS' EVALUATION OF THEIR OWN PREPARATION AND TRAINING IN THE OVERALL OPERATIONS OF A SCHOOL PRIOR TO BECOMING AN ASSISTANT PRINCIPAL

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
A sufficient amount	17	31.5	24	23.5
Some	15	27.8	39	38.2
Very little	16	29.6	26	25.5
None	6	11.1	13	12.7
Total	54	100.0	102	100.0

Kolmogorov-Smirnov = .08 Not significant at the .05 level

31.5 percent of the middle school assistant principals and 23.5 percent of the junior high school assistant principals felt that they had a sufficient amount of preparation and training in the overall operations of a school prior to becoming an assistant principal. 27.8 percent of the middle school assistant principals and 38.2 percent of the junior high school assistant principals felt that they had some preparation and training in the overall operations of a school prior to becoming an assistant principal. 29.6 percent of the middle school assistant principals and 25.5 percent of the junior high school assistant principals felt that they had very little preparation and training in the overall operations of a school prior to becoming an assistant principal. 11.1 percent of the middle school assistant principals and 12.7 percent of the junior high school assistant principals felt that they had no preparation and training in the overall operations of a school prior to becoming an assistant principal.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference in the middle school assistant principals' and the junior high school assistant principals' evaluations of their own preparation and training in the overall operations of a school prior to becoming an assistant principal.

An important finding revealed in Table 27 was that 68.5 percent of the middle school assistant principals

and 77.5 percent of the junior high school assistant principals felt that they had less than a sufficient amount of preparation and training in the overall operations of a school prior to becoming an assistant principal.

Table 28 presents the assistant principals' evaluation of their own preparation and training in organizational and leadership theory prior to becoming an assistant principal.

TABLE 28

KOLMOGOROV-SMIRNOV ANALYSIS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS' EVALUATION OF THEIR OWN PREPARATION AND TRAINING IN ORGANIZATIONAL AND LEADERSHIP THEORY PRIOR TO BECOMING AN ASSISTANT PRINCIPAL

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
A sufficient amount	17	31.5	29	28.7
Some	22	40.7	41	40.6
Very little	11	20.4	22	21.8
None	4	7.4	9	8.9
Total	54	100.0	101	100.0

Kolmogorov-Smirnov = .03 Not significant at the .05 level

31.5 percent of the middle school assistant principals and 28.7 percent of the junior high school assistant principals felt that they had a sufficient amount of preparation and training in organizational and leadership theory prior to becoming an assistant principal. 40.7 percent of the middle school assistant principals and 40.6 percent of the junior high school assistant principals felt that they had some preparation and training in organizational and leadership theory prior to becoming an assistant principal. 20.4 percent of the middle school assistant principals and 21.8 percent of the junior high school assistant principals felt that they had very little preparation and training in organizational and leadership theory prior to becoming an assistant principal. 7.4 percent of the middle school assistant principals and 8.9 percent of the junior high school assistant principals felt that they had no preparation and training in organizational and leadership theory prior to becoming an assistant principal.

The Kolmogorov-Smirnov statistic indicates that there was no statistically significant difference between the middle school assistant principals and the junior high school assistant principals evaluation of their own preparation and training in organizational and leadership theory prior to becoming an assistant principal.

An important finding revealed in Table 28 is that 68.5 percent of the middle school assistant principals

and 71.3 percent of the junior high school assistant principals felt that they had less than a sufficient amount of preparation and training in organizational and leadership theory prior to becoming an assistant principal.

Table 29 presents the responses of the assistant principals to the question: "Did you serve in an internship program as part of your preparation and training for the assistant principalship?"

TABLE 29

CHI-SQUARE ANALYSIS OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS' RESPONSES TO THE QUESTION: "DID YOU SERVE IN AN INTERNSHIP PROGRAM AS PART OF YOUR PREPARATION AND TRAINING PRIOR TO BECOMING AN ASSISTANT PRINCIPAL?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Yes	7	13.2	19	18.8
No	46	86.8	82	81.2
Total	53	100.0	101	100.0
Chi-Square = .78 df = 1 Not significant at the .05 level				

13.2 percent of the middle school assistant principals and 18.8 percent of the junior high school assistant principals did serve in an internship program as part of their preparation and training prior to becoming an assistant principal. 86.8 percent of the middle school assistant principals and 81.2 percent of the junior high school assistant principals did not serve in an internship program as part of their preparation and training prior to becoming an assistant principal.

The Chi-square statistic indicates that there was no statistically significant difference between the middle school and junior high school assistant principals who had served in an internship program as part of their preparation and training prior to becoming an assistant principal.

An important finding revealed in Table 29 was that 86.8 percent of the middle school assistant principals and 81.2 percent of the junior high school assistant principals did not serve in an internship program prior to becoming an assistant principal.

Table 30 presents the responses of the assistant principals to the question: "Do you feel that you were adequately prepared and trained for the role of assistant principal?"

TABLE 30

CHI-SQUARE ANALYSIS OF THE RESPONSES OF THE MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS TO THE QUESTION: "DO YOU FEEL THAT YOU WERE ADEQUATELY PREPARED AND TRAINED FOR THE ROLE OF ASSISTANT PRINCIPAL?"

	Middle School Assistant Principals		Junior High School Assistant Principals	
	Number	Percent	Number	Percent
Yes	35	64.8	68	68.7
No	19	35.2	31	31.3

Chi-square = .24 df = 1 Not significant at the .05 level

64.8 percent of the middle school assistant principals and 68.7 percent of the junior high school assistant principals felt that they were adequately prepared and trained for the role of assistant principal. 35.2 percent of the middle school assistant principals and 31.3 percent of the junior high school assistant principals felt that they were not adequately prepared and trained for the role of assistant principal.

Table 30 reveals that the majority of the middle school and junior high school assistant principals felt that they were adequately prepared and trained for the role of the assistant principal.

The Chi-square statistic indicated that there was no statistically significant differences between the feelings of middle school assistant principals and the feelings of the junior high school assistant principals concerning the adequacy of their preparation and training for their roles.

A very important finding revealed in Table 30 was that 64.8 percent of the middle school assistant principals and 68.7 percent of the junior high school assistant principals felt that they were adequately prepared and trained for the role of assistant principal.

Summary. The statistical analysis of the data contained in Tables 21 through Table 30 revealed that there was no statistically significant difference between the evaluations of the middle school assistant principals and the junior high school assistant principals regarding the type of preparation and training they received for their roles. Therefore, the null hypothesis was supported.

Although there was no statistically significant difference between the evaluations of the middle school and junior high school assistant principals, their evaluations indicated that:

- (1) The majority of the assistant principals have Masters in Education.
- (2) The majority of the assistant principals have four or more years teaching experience prior to becoming an assistant principal.
- (3) The assistant principals felt that they had less than a sufficient amount of preparation and training in guidance and counseling curriculum and instruction, community relations, the handling of disciplinary problems, the overall operations of a school, and organizational and leadership theory prior to becoming an assistant principal.
- (4) The majority of the assistant principals did not serve in an internship program prior to becoming an assistant principal.
- (5) The majority of the assistant principals felt that they were adequately prepared and trained for the role of assistant principal.

Testing of the Third Null Hypothesis

The third null hypothesis tested in this study was:

There will be no statistically significant difference between the role perceptions of assistant principals working in middle schools and the role perceptions of assistant principals working in junior high schools.

To investigate this hypothesis, data collected from the responses of the assistant principals to the Role Perception Questionnaire (Part C) were utilized.

Table 31 presents the statistical analysis of the perceptions of the assistant principals based on their responses to the first eight questions of the questionnaire which deal with the frequency of eight administrative activities.

According to the student t-test statistic computed for the eight questions contained in Table 31, there was no statistically significant difference between the role perceptions of the middle school and junior high school assistant principals relative to the eight questions dealing with the frequencies of administrative activities.

Table 31 also indicates that the middle school and junior high school assistant principals do have similar perceptions of their roles. An examination of the mean scores computed from the student t-test analysis reveals that all the assistant principals perceive that they:

TABLE 31
STUDENT T-TEST ANALYSIS OF THE RANK VALUES
(never-1, seldom-2, sometimes-3, often-4, always-5)
OF THE ROLE PERCEPTIONS OF ASSISTANT PRINCIPALS IN MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS

Question	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance level
1. How frequently do you usually participate in the decision to hire new staff?	Middle School	54	3.74	1.20	-.89	154	Not significant at the .05 level
	Junior High School	102	3.90	1.00			
2. How frequently do you usually participate in decisions on the promotions of any of the professional staff?	Middle School	52	3.34	1.29	-1.72	149	Not significant at the .05 level
	Junior High School	99	3.70	1.15			
3. How often do you participate in the adoption of new policies?	Middle School	54	4.15	.83	-.20	154	Not significant at the .05 level
	Junior High School	102	4.18	.85			
4. How frequently do you participate in decisions concerning the disciplining of students?	Middle School	54	4.67	.48	-.30	153	Not significant at the .05 level
	Junior High School	102	4.69	.54			
5. How frequently do you participate in the evaluation of teachers?	Middle School	54	3.83	1.19	.27	154	Not significant at the .05 level
	Junior High School	102	3.78	1.02			
6. How frequently do you participate in the decisions on the adoption of new programs?	Middle School	54	4.13	.75	.62	153	Not significant at the .05 level
	Junior High School	101	4.04	.92			

TABLE 31 - continued

Question	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance
7. In performing your job, how often do you participate in the counseling and guidance of students?	Middle School	54	3.91	.62	-.46	154	Not significant at the .05 level
	Junior High School	102	3.96	.72			
8. How frequently do you par- ticipate in the evaluation of the curriculum and instruction program of the school?	Middle School	54	3.85	.94	.57	154	Not significant at the .05 level
	Junior High School	102	3.76	.89			

- a) Sometimes participate in the decision to hire new staff (3.74, 3.90).
- b) Sometimes participate in the decisions on the promotion of any of the professional staff (3.34, 3.70).
- c) Often participate in the adoption of new policies (4.15, 4.18).
- d) Often participate in the disciplining of students (4.67, 4.69).
- e) Sometimes participate in the evaluation of new teachers (3.83, 3.78).
- f) Often participate in the decisions on the adoption of new programs (4.13, 4.04).
- g) Sometimes participate in the guidance and counseling of students (3.91, 3.96).
- h) Sometimes participate in the evaluation of the curriculum and instructional programs of their schools (3.85, 3.76).

The data also indicate that the junior high school assistant principals tend to participate in the decisions to hire new staff and the decisions on the promotion of any of the professional staff more often than the middle school assistant principals.

Table 32 presents the statistical analysis of the role perceptions of the assistant principals based

TABLE 22
STUDENT T-TEST ANALYSIS OF THE RANK VALUES
(about once a month-1, once every few weeks-2, about once a week-3,
several times a week-4, almost every day-5)
OF THE ROLE PERCEPTIONS OF THE ASSISTANT PRINCIPALS

Question	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance Level
9. How often do you do some extra work for your job which isn't required of you?	Middle School	54	4.65	.34		151	Not significant at the .05 level
	Junior High School	99	4.61	.77			

on their responses to question 9 of the questionnaire relative to "voluntary extra work."

The student t-test statistic revealed that there was no statistically significant difference between this perception of the middle school and junior high school assistant principals relative to "voluntary extra work."

The mean scores (4.65, 4.61), however, indicate that the middle school and junior high school assistant principals do have similar perceptions of the performance of "voluntary extra work." All the assistant principals perceive that several times a week they do some extra work for their job which is not required.

Table 33 presents the statistical analysis of the role perceptions of the assistant principals based on their responses to question 10 of the questionnaire relative to "time dragging."

The student t-test statistic revealed that there was no statistically significant difference between this perception of the middle school assistant principals and the perceptions of the junior high school assistant principals relative to "time dragging."

The mean scores (4.89, 4.88) indicate that the assistant principals do have similar perceptions relative to time dragging. The assistant principals perceive

TABLE 33

STUDENT T-TEST ANALYSIS OF THE RANK VALUES

(about half the day or more-1, about one-third of the day-2, about one quarter of the day-3, about one eighth of the day-4, time flies-5) OF THE ROLE PERCEPTIONS OF ASSISTANT PRINCIPALS IN MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS

Question	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance Level
10. On most days on your job, how often does time seem to drag for you?	Middle School	54	4.89	.372	.19	105	Not significant at the .05 level
	Junior High School	98	4.88	.33			

that "time drags for about one eighth of the day."

Table 34 presents the statistical analysis of the role perceptions of the assistant principals based on their responses to question 11 of the questionnaire regarding their "involvement in the operaitons of the school."

The student t-test statistic revealed that there was no statistically significant difference between the perception of the middle school assistant principals and the junior high school assistant princpals regarding their "involvement in the operations of the school."

The mean scores (4.11, 4.12) indicate that the assistant principals do have similar perceptions toward the operations of the school. The assistant principals perceive that they are "strongly involved in the operations of the school."

Table 35 presents the statistical analysis of the role perceptions of the assistant principals based on their responses to question 12 of the questionnaire relative to "whether or not they work harder, less hard, or about the same as other people doing their type of work in another school."

The student t-test statistic revealed that there was no statistically significant difference between the perceptions of the middle school and junior high school assistant principals relative to "whether or not they

TABLE 34

STUDENT T-TEST ANALYSIS OF THE RANK VALUES
 (very little involved; my non-job interests are more absorbing-1, slightly involved-2, moderately involved; my job and other interests are equally absorbing to me-3, strongly involved-4, very strongly involved; my work is the absorbing interest in my life-5) OF THE ROLE PERCEPTIONS OF ASSISTANT PRINCIPALS IN MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS

Question	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance
11. How do you feel in your job toward the operations of the school?	Middle School	53	4.11	.54	-.06	152	Not significant at the .05 level
	Junior High School	101	4.12	.53			

TABLE 35

STUDENT T-TEST ANALYSIS OF THE RANK VALUES
 (much less hard than most others-1, a little less hard than most others-2, about the same as others-3,
 a little harder than most others-4, much harder than most others-5)
 OF THE ROLE PERCEPTIONS OF THE ASSISTANT PRINCIPALS
 IN MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS

Question	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance
12. Would you say you work harder, less hard, or about the same as other people doing your type of work in another school?	Middle School	52	3.77	.73	-.24	146	Not signifi- cant at the .05 level
	Junior High School	96	3.80	.82			

work harder, less hard, or about the same as other people doing their type of work in another school."

The mean scores (3.77, 3.80) indicate that the assistant principals do have similar perceptions toward their work. The assistant principals perceive that "they work a little harder than most people doing their type of work in another school."

Summary. Based on the student t-test analysis of the questions contained in Tables 31 through 35, no statistically significant differences were established between the role perceptions of the middle school assistant principals and the role perceptions of the junior high school assistant principals relative to the twelve assistant principal activities. Therefore, the null hypothesis was supported.

Although there was no statistically significant differences between the role perceptions of the middle school and junior high school assistant principals, the analysis of the perceptions of the assistant principals indicate that the junior high school assistant principals tend to participate more often in the decision to hire new staff and the decisions on the promotion of any of the professional staff than the middle school assistant principals.

Testing of the Fourth Null Hypothesis

The fourth null hypothesis tested in this study was:

There will be no statistically significant difference between the measured perceptions of assistant principals working in middle schools and the measured perceptions of assistant principals working in junior high schools toward job satisfaction.

To investigate this hypothesis, data collected from the responses of the assistant principals to the Need Satisfaction in Work Questionnaire (Part D) were utilized.

Table 36 presents the statistical analysis of job satisfaction between the middle school and junior high school assistant principals relative to 24 job satisfaction items.

The student t-test statistic revealed that there was a statistically significant difference between the measured perceptions of the middle school and junior high school assistant principals toward job satisfaction on two of the twenty-four items contained in Table 36. The data revealed that the middle school assistant principals were more satisfied at a statistically significant .05 level than the junior high school assistant principals with reference to:

TABLE 36
STUDENT T-TEST ANALYSIS OF THE RANK VALUES
(not at all satisfied-1, slightly satisfied-2, well satisfied-3, very well
satisfied-4, completely satisfied-5) OF THE JOB
SATISFACTION OF ASSISTANT PRINCIPALS IN MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS

Item	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance
1. On my job when I do a piece or work I know that I'll get enough praise for it.	Middle School Junior High School	52 101	3.45 3.22	.99 .98	1.41	152	Not significant at the .05 level
2. Where I work I get all the opportunity I want for making friends and enjoying the company of my fellow workers.	Middle School Junior High School	54 101	3.93 3.63	1.10 1.04	1.63	153	Not significant at the .05 level
3. When I've finished a day's work, I can really be satisfied with the knowledge that I've used all my skills and abilities.	Middle School Junior High School	54 102	3.46 3.22	.99 1.05	1.39	154	Not significant at the .05 level
4. In the course of my work I have all the opportunity I might want to direct others.	Middle School Junior High School	54 102	3.76 3.48	.91 1.06	1.64	154	Not significant at the .05 level
5. My work results in benefits to many students	Middle School Junior High School	54 102	3.96 3.69	.82 .95	1.80	154	Not significant at the .05 level

TABLE 36 - continued

Item	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance
6. My work offers me a real opportunity for self-expression.	Middle School	54	3.61	.90	1.58	154	Not significant at the .05 level
	Junior High School	102	3.33	1.11			
7. The income I receive from my job enables me to live in a manner which I consider adequate.	Middle School	54	3.35	1.18	-.21	154	Not significant at the .05 level
	Junior High School	102	3.39	1.13			
8. I do not have to do anything on my job which is not in accordance with my ideas of right and wrong.	Middle School	54	3.67	1.08	2.04	154	Significant at the .05 level
	Junior High School	102	3.28	1.21			
9. In my work I get all the help and supervision I need.	Middle School	54	3.46	1.08	.20	154	Not significant at the .05 level
	Junior High School	102	3.42	1.07			
10. There is ample opportunity in my work to use my ingenuity and inventiveness.	Middle School	54	3.76	.88	.56	154	Not significant at the .05 level
	Junior High School	102	3.67	1.03			
11. I have a feeling of security in my job.	Middle School	54	3.65	1.01	-.71	154	Not significant at the .05 level
	Junior High School	102	3.76	1.07			
12. I have as much freedom as I want on my job.	Middle School	54	3.91	.81	.90	154	Not significant at the .05 level
	Junior High School	102	3.76	1.00			

TABLE 36 - continued

Item	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance
13. In my work I always receive the credit I deserve from teachers and administrators for any work I do.	Middle School Junior High School	54 102	3.26 3.19	.97 1.03	.43	154	Not significant at the .05 level
14. I have to concentrate and put forth some effort to do my work, but it is not too hard for me.	Middle School Junior High School	53 99	3.96 3.79	.73 .86	1.25	150	Not significant at the .05 level
15. I often have to think up some new ways of doing things and solving problems in the course of my work.	Middle School Junior High School	54 100	3.96 3.75	.67 .83	1.62	152	Not significant at the .05 level
16. My job gives me plenty of opportunity to enjoy time with my friends and family.	Middle School Junior High School	54 102	3.10 3.13	.94 1.21	.18	154	Not significant at the .05 level
17. On my job I am free from too much supervision from my immediate supervisors.	Middle School Junior High School	54 102	4.23 4.08	.83 .91	1.27	154 154	Not significant at the .05 level
18. I have as much responsibility as I want with respect to supervising the work of others.	Middle School Junior High School	54 102	3.98 3.69	.84 1.03	1.81	154	Not significant at the .05 level

TABLE 36 - continued

Item	Assistant Principals	Number	Mean	Standard Deviation	T-Statistic	df	Significance
19. My work is as worthwhile as other professions whose main goal is helping other people.	Middle School Junior High School	54 102	4.48 4.02	.64 .98	3.11	154	significant at the .05 level
20. In my job I am completely free of any worry about violating my religious or ethical values.	Middle School Junior High School	54 102	4.26 4.06	.83 1.04	1.17	154	Not significant at the .05 level
21. On my job, I can always act just the way I picture myself--I don't have to act like somebody else.	Middle School Junior High School	54 102	4.02 3.71	.98 1.09	1.77	154	Not significant at the .05 level
22. I get all the help and advice I need from my supervisors.	Middle School Junior High School	54 102	3.94 3.84	.86 1.14	.57	154	Not significant at the .05 level
23. My job is quite permanent. It will be there as long as I might want it, but I do feel that my job has prepared me to accept a higher administrative position.	Middle School Junior High School	54 101	3.83 3.95	1.09 1.06	-.65	153	Not significant at the .05 level
24. My present job enables me to have a good social standing.	Middle School Junior High School	54 101	3.83 3.65	.91 .89	1.19	153	Not significant at the .05 level

- a. Not having to do anything on their job which is not in accordance with their ideas or right and wrong.
- b. Their work being as worthwhile as others whose main goal is helping other people.

There was no statistically significant difference between the measured perceptions of the assistant principals toward job satisfaction on the remaining twenty-two items:

- a. The praise they receive when working on the job.
- b. Their job allowing for the opportunity for making friends and enjoying the company of their fellow workers.
- c. Having the knowledge that they have used all their skills and abilities when finishing a day's work.
- d. Having the opportunity to direct others.
- e. Their job resulting in benefits to many students.
- f. Their work offering them a real opportunity for self expression.
- g. Whether the income received from their job enables them to live in an adequate manner.

- h. The help and supervision needed in performing their work.
- i. Their job allowing for ample opportunity to use their ingenuity and inventiveness.
- j. The security that their job offers.
- k. The freedom they have on their job.
- l. The credit received from teachers and administrators for any work that they do.
- m. The effort they put forth in doing their work.
- n. Having to think of some new ways of doing things and solving problems in the course of their work.
- o. Their job allowing for the opportunity to enjoy time with family and friends.
- p. Being free from too much supervision from their immediate supervisors.
- q. Having the responsibility to supervise the work of others.
- r. Being completely free of any worry about violating their religious or ethical values.
- s. Acting just the way they picture themselves and not like somebody else.
- t. Receiving all the help and advice needed from their supervisors.

- u. The permanency of their job and the preparation their job has given them for accepting a higher administrative position.
- v. The social standing their job enables them to have.

Although there was no statistically significant difference between the measured perceptions of the assistant principals on these items other than 8 and 19, the analysis of the data indicates a more favorable response from the middle school assistant principals toward job satisfaction.

The mean scores on item 1 (3.45, 3.22) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "the praise they receive when working on the job."

The mean scores on item 2 (3.93, 3.63) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "their job allowing for the opportunity for making friends and enjoying the company of their fellow workers."

The mean scores on item 3 (3.46, 3.22) reveal that the middle school assistant principals tend to be

more satisfied than the junior high school assistant principals with reference to "having the knowledge that they have used all their skills and abilities when finishing a day's work."

The mean scores on item 4 (3.76, 3.48) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "having the opportunity to direct others."

The mean scores on item 5 (3.96, 3.69) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "their job resulting in benefits to many students."

The mean scores on item 6 (3.61, 3.33) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "their work offering them a real opportunity for self expression."

The mean scores on item 12 (3.91, 3.76) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "the freedom they have on their job."

The mean scores on item 14 (3.96, 3.79) reveal that the middle school assistant principals tend to be

more satisfied than the junior high school assistant principals with reference to "the effort they put forth in doing their work."

The mean scores on item 15 (3.96, 3.75) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "having to think of some new ways of doing things and solving problems in the course of their work."

The mean scores on item 17 (4.23, 4.08) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "being free from too much supervision from their immediate supervisors."

The mean scores on item 18 (3.98, 3.69) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference "to having the responsibility to supervise the work of others."

The mean score on item 20 (4.26, 4.06) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "being free of any worry about violating their religious or ethical values."

The mean scores on item 21 (4.02, 3.71) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "acting just the way they picture themselves and not like somebody else."

The mean scores on item 24 (3.83, 3.65) reveal that the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to "the social standing their job enables them to have."

The mean scores relative to the 14 job satisfaction items referred to in the preceding paragraphs indicate that, even though not statistically significant, the middle school assistant principals tend to be more satisfied than the junior high school assistant principals.

Summary. Based on the student t-test analysis of the twenty-four items relative to job satisfaction, there was a statistically significant difference between the measured perceptions of the middle school assistant principals and the measured perceptions of the junior high school assistant principals on two of the twenty-four items. On the remaining twenty-two items there was no statistically significant difference between the measured perceptions of the middle school assistant principals and the measured perceptions of the junior

high school assistant principals. Therefore, the null hypothesis was supported.

Analysis of the Unstructured Comments
of the Middle School and Junior High
School Assistant Principals

Table 37 presents the unstructured comments of the middle school and junior high school assistant principals based on their responses to the optional section (Part E) of the instrument.

The unstructured comments were categorized and tabulated based upon the frequency in which they were mentioned by the middle school and junior high school assistant principals.

Table 37 indicates that the unstructured comments most frequently mentioned by the middle school assistant principals were relative to "the relationship between the assistant principal and the principal and "the role of the assistant principal as it relates to student discipline." The unstructured comments most frequently mentioned by the junior high school assistant principals were relative to "the relationship between the assistant principal and the principal and the role of the assistant principal as it relates to student discipline."

TABLE 37

THE FREQUENCY OF THE UNSTRUCTURED COMMENTS MADE BY THE
MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL ASSISTANT
PRINCIPALS

Unstructured Comments	Frequency of the Unstruc- tured Comments Made by the Middle School Assistant Principals	Frequency of the Unstruc- tured Comments Made by the Junior High School Assistant Principals
The role of the assistant principal as it relates to student discipline	111(3)	1111111 (7)
The value of gradu- ate courses in preparing and training assistant principals	11(2)	11(2)
On the job training (internship program) as it relates to the role of the assistant principal		111(3)
The value of the role of assistant principal	11(2)	11111(5)
The duties and responsibilities of the assistant principal	1(1)	111(3)
The effect that assistant prin- cipals have on students	1(1)	111(3)

TABLE 37 continued

Unstructured Comments	Frequency of the Unstruc- tured Comments Made by the Middle School Assistant Principals	Frequency of the Unstruc- tured Comments Made by the Junior High School Assistant Principals
The relationship between the assistant princi- pal and the parents	1(1)	1(1)
The working rela- tionship between the assistant prin- cipal and the prin- cipal	1111(4)	1111111(7)
The relationship between the assistant princi- pal and the entire staff	11(2)	
The value of the role of assistant principal in pre- paring and train- ing to accept a higher administra- tive position	1(1)	111(3)
Total	17	34

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Problem

The educational program and the organizational structure of the middle school contrast with the educational program and organizational structure of the junior high school. Theoretically, middle school and junior high school assistant principals should differ in their opinions toward the type of preparation and training a person should receive for the role of assistant principal; the type of preparation and training received by middle school and junior high school assistant principals should differ; the role perceptions of middle school assistant principals should differ with the role perceptions of junior high school assistant principals; and job satisfaction as perceived by the middle school assistant principals should differ from job satisfaction as perceived by the junior high school assistant principals.

Purpose

The purpose of this study was to determine if:

- a. The middle school and junior high school

assistant principals differ in their opinions toward the type of preparation and training a person should receive for the role of assistant principal.

- b. The middle school and junior high school assistant principals differ in their evaluations regarding type of preparation and training they received for the role of assistant principal.
- c. The middle school and junior high school assistant principals differ in their perceptions of their roles as assistant principal.
- d. The middle school and junior high school assistant principals differ in their perceptions toward job satisfaction.

Procedure

One hundred ninety-three assistant principals in the State of Michigan were surveyed. Sixty-eight were working in middle schools and one hundred twenty-five were working in junior high schools.

The instrument used in the survey contained six sections: the Preparation and Training Questionnaire (Parts A and B), the Role Perception Questionnaire (Part C), the Need Satisfaction in Work Questionnaire

(Part D), the Optional Question (Part E), and the Demographic Data Sheet).

Eighty-one percent of the 193 assistant principals responded and returned the instrument. Seventy-nine percent of the 68 middle school assistant principals and 82 percent of the 125 junior high school assistant principals responded and returned the instrument. Nineteen percent did not respond.

After the instruments were received, they were coded and then put on computer cards in preparation for the statistical analysis. The computer program used for the statistical analysis was the Michigan Interactive Data Analysis System (MIDAS). The Fishers' Exact Probability test, the Chi-square test, the Kolmogorov-Smirnov Two Sample test, and the student t-test were the statistical methods used in the analysis. The level of statistical significance chosen for this study was the .05 level.

Hypotheses, Findings, and Conclusions

There were four hypotheses tested in this study. The first hypothesis tested was:

There will be no statistically significant difference between the opinions of assistant principals working in middle schools and the opinions of assistant principals working in junior high schools toward the type of preparation and training a person should receive for the role of assistant principal.

Findings

The analysis of the data based on the responses of the assistant principals to Part A of the Preparation and Training Questionnaire revealed that there was no statistically significant difference between the opinions of the middle school and junior high school assistant principals toward the type of preparation and training a person should receive for the role of assistant principal. Therefore, the null hypothesis was supported.

Although there was no statistically significant difference between the opinions of the middle school and junior high school assistant principals toward the type of preparation and training a person should receive for the role of assistant principal, important findings revealed by the analysis of the data were the following:

- a. More than 90 percent (90.2, 94) of both the middle school and junior high school assistant principals were of the opinion that a person should have a Masters in Education for the job of assistant principal.
- b. More than 90 percent (92.5, 91.1) of both the middle school and junior high school assistant principals were of the opinion that a person should have four or more years of teaching experience before becoming an assistant principal.

- c. More than 60 percent (62.9) of the middle school assistant principals and more than 70 percent (70.3) of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in guidance and counseling.
- d. More than 75 percent (77.4, 79.4) of both the middle school and junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in curriculum and instruction.
- e. More than 90 percent (90.5, 90.2) of both the middle school and junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in community relations.
- f. More than 95 percent (98.1, 95.1) of both the middle school and junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in the handling of disciplinary problems.

- g. More than 90 percent (94.4) of the middle school assistant principals and more than 85 percent (88.3) of the junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in the overall operations of a school.
- h. More than 90 percent (92.6) of the middle school assistant principals and more than 85 (86.3) percent of junior high school assistant principals were of the opinion that it is important for the assistant principal to have preparation and training in organizational and leadership theory.
- i. More than 60 percent (60.4) of the middle school assistant principals and close to 60 percent (59.8) of the junior high school assistant principals were of the opinion that a person should serve in an internship program as part of his preparation and training for the assistant principalship.
- j. Seventy percent (70.0) of the middle school assistant principals and more than 60 percent (62.2) of the junior high school assistant principals were of the opinion

that assistant principals are not receiving adequate preparation and training for their roles.

Conclusions

The following conclusions were based on the findings revealed from the analysis of the data based on the responses of the assistant principals to Part A of the Preparation and Training Questionnaire.

There were extremely high levels of agreement between the opinions of the middle school and junior high school assistant principals relative to:

- a. Assistant principals having a Masters in Education.
- b. The importance of assistant principals having four or more years of teaching experience.
- c. The importance of assistant principals having preparation and training in guidance and counseling, curriculum and instruction, community relations, the handling of disciplinary problems, the overall operations of a school, and organizational and leadership theory.
- d. A person serving in an internship program as part of his preparation and training for the assistant principalship.

- e. Whether assistant principals are receiving adequate preparation and training for their roles.

Hypothesis 2

The second null hypothesis tested was:

There will be no statistically significant difference between the evaluations of assistant principals working in middle schools and the evaluations of assistant principals working in junior high schools regarding the type of preparation and training they received for the role of assistant principal.

Findings

The analysis of the data based on the responses of the assistant principals to Part B of the Preparation and Training Questionnaire revealed that there was no statistically significant difference between the evaluations of the middle school and junior high school assistant principals regarding the type of preparation and training they received for the role of assistant principal. Therefore, the null hypothesis was supported.

Although the analysis of the data revealed no statistically significant difference between the evaluations of middle school and junior high school assistant principals toward the type of preparation and training they received for the role of assistant principal, important findings also revealed were that:

- a. Close to 85 percent (84.6) of the middle school assistant principals and more than 95 percent of the junior high school assistant principals have a Masters in Education.
- b. More than 90 percent (92.6, 92.2) of both middle school and junior high school assistant principals had four or more than four years of teaching experience prior to becoming an assistant principal.
- c. More than 65 percent (68.6, 67.6) of both middle school and junior high school assistant principals felt that they had less than a sufficient amount of preparation and training in guidance and counseling prior to becoming an assistant principal.
- d. More than 55 percent (55.6) of the middle school assistant principals and more than 65 percent (69.6) of the junior high school assistant principals felt that they had less than a sufficient amount of preparation and training in curriculum and instruction prior to becoming an assistant principal.
- e. More than 70 percent (70.4) of the middle school assistant principals and close to 70 percent (69.6) of the junior high school assistant principals felt that they had less

than a sufficient amount of preparation and training in community relations prior to becoming an assistant principal.

- f. More than 65 percent (68.5, 68.6) of both the middle school and junior high school assistant principals felt that they had less than a sufficient amount of preparation and training in the handling of disciplinary problems prior to becoming an assistant principal.
- g. More than 65 percent (68.5) of the middle school assistant principals and more than 75 percent (77.5) of the junior high school assistant principals felt that they had less than a sufficient amount of preparation and training in the overall operations of a school prior to becoming an assistant principal.
- h. More than 65 percent (68.5) of the middle school assistant principals and more than 70 percent (71.3) of the junior high school assistant principals felt that they had less than a sufficient amount of preparation and training in organizational and leadership theory prior to becoming an assistant principal.

- i. More than 80 percent (86.1, 81.2) of both the middle school and junior high school assistant principals did not serve in an internship program prior to becoming an assistant principal.
- j. More than 60 percent (64.8, 68.7) of both the middle school and junior high school assistant principals felt that they were not adequately prepared and trained for the role of assistant principal.

Conclusions

The following conclusion was based on the findings revealed from the analysis of the data based on the responses of the assistant principals to Part B of the Preparation and Training Questionnaire.

There were extremely high levels of agreement between the evaluations of the middle school and junior high school assistant principals regarding the type of preparation and training they received for the role of assistant principal relative to:

- a. The educational degree held by both the middle school and junior high school assistant principals.
- b. The number of years teaching experience that the middle school and junior high school assistant principals had prior to becoming an assistant principal.

- c. The amount of preparation and training the middle school and junior high school assistant principals felt that they had in guidance and counseling, curriculum and instruction, community relations, the handling of disciplinary problems, the overall operations of a school, and organizational and leadership theory prior to becoming an assistant principal.
- d. Whether the middle school and junior high school assistant principals had served in an internship program prior to becoming an assistant principal.
- e. The middle school and junior high school assistant principals' feelings toward whether they were adequately trained for their roles.

Hypothesis 3

The third null hypothesis tested was:

There will be no statistically significant difference between the role perceptions of assistant principals working in middle schools and the role perceptions of assistant principals working in junior high schools.

Findings

The analysis of the data based on the responses of the assistant principals to Part C, the Role Perception Questionnaire, revealed that there was no

statistically significant difference between the role perceptions of the middle school and junior high school assistant principals. Therefore, the null hypothesis was supported.

Although there was no statistically significant difference between the role perceptions of the middle school and junior high school assistant principals, the analysis of the data also revealed that the middle school and junior high school assistant principals do have similar perceptions of their roles. The assistant principals perceive that they:

- a. Sometimes participate in the decisions to hire new staff.
- b. Sometimes participate in the decisions on the promotion of any of the professional staff.
- c. Often participate in the adoption of new policies.
- d. Often participate in the decisions concerning the disciplining of students.
- e. Sometimes participate in the decision to hire new teachers.
- f. Often participate in the decisions on the adoption of new programs.
- g. Sometimes participate in the guidance and counseling of students.

- h. Sometimes participate in the evaluation of the curriculum and instruction programs of their schools.

The middle school and junior high school assistant principals also perceive that:

- a. Several times a week they do some extra work for their job which is not required.
- b. Time drags for about one eighth of the day.
- c. They are strongly involved in the operations of their schools.
- d. They work a little harder than most other people doing their type of work in another school.

The analysis of the data also indicates that the junior high school assistant principals tend to participate in the decision to hire new staff and the decisions on the promotion of any of the professional staff more often than the middle school assistant principals.

Conclusions

The following conclusion was based on the findings revealed from the analysis of the data based on the responses of the assistant principals to Part C, the Role Perception Question.

There were extremely high levels of agreement between the role perceptions of the middle school and

junior high school assistant principals relative to:

- a. Participating in the decisions to hire new staff.
- b. Participating in decisions on the promotion of any of the professional staff.
- c. Participating in the adoption of new policies.
- d. Participating in the decisions concerning the disciplining of students.
- e. Participating in the decisions to hire new teachers.
- f. Participating in the adoption of new programs.
- g. Participating in the guidance and counseling of students.
- h. Participating in the evaluation of the curriculum and instruction programs.
- i. Doing some extra work for their job which is not required.
- j. Time dragging while working on their job.
- k. Being involved in the operations of their school.
- l. Working harder, less hard, or about the same as other people doing their work in another school.

Hypothesis 4

The fourth null hypothesis tested in this study was:

There will be no statistically significant difference between the measured perceptions of assistant principals working in middle schools and the measured perceptions of assistant principals working in junior high schools toward job satisfaction.

Findings

The analysis of the data based on the responses of the assistant principals to the twenty-four job satisfaction items contained in Part D, the Need Satisfaction in Work Questionnaire, revealed that there was a statistically significant difference between the measured perceptions of the middle school and junior high school assistant principals on two of the twenty-four job satisfaction items. However, on the other twenty-two job satisfaction items, there was no statistically significant difference between the measured perceptions of the middle school and junior high school assistant principals. Therefore, the null hypothesis was supported.

The analysis of the data, relative to the two job satisfaction items in which there was a statistically significant difference between the measured perceptions of the middle school and junior high school assistant principals, revealed that middle school assistant principals were more satisfied than junior high school assistant principals with reference to:

- a. Not having to do anything on their job which is not in accordance with their ideas of right and wrong.
- b. Their work being as worthwhile as others whose main goal is helping people.

The analysis of the data relative to the twenty job satisfaction items revealed that there was no statistically significant difference between the measured perceptions of the middle school and junior high school assistant principals with reference to:

- a. The praise they receive when working on the job.
- b. Their job allowing for the opportunity for making friends and enjoying the company of their fellow workers.
- c. Having the knowledge that they have used all their skills and abilities when finishing a day's work.
- d. Having the opportunity to direct others.
- e. Their job resulting in benefits to many students.
- f. Their work offering them a real opportunity for self expression.
- g. Whether the income received from their job enables them to live in an adequate manner.

- h. The help and supervision needed in performing their work.
- i. Their job allowing for ample opportunity to use their ingenuity and inventiveness.
- j. The security that their job offers.
- k. The freedom they have on their job.
- l. The credit received from teachers and administrators for any work that they do.
- m. The effort they put forth in doing their work.
- n. Having to think of some new ways of doing things and solving problems in the course of their work.
- o. Their job allowing for the opportunity to enjoy time with family and friends.
- p. Being free from too much supervision from their immediate supervisors.
- q. Having the responsibility to supervise the work of others.
- r. Being completely free of any worry about violating their religious or ethical values.
- s. Acting just the way they picture themselves and not like somebody else.
- t. Receiving all the help and advice needed from their supervisor.

- u. The permanency of their job and the preparation their job has given them for accepting a higher administrative position.
- v. The social standing their job enables them to have.

However, the analysis of the data indicated that, even though not statistically significant, on fourteen of the job satisfaction items the middle school assistant principals tend to be more satisfied than the junior high school assistant principals with reference to:

- a. The praise they receive when working on the job.
- b. Their job allowing for the opportunity for making friends and enjoying the company of their fellow workers.
- c. Having the knowledge that they have used all their skills and abilities when finishing a day's work.
- d. Having the opportunity to direct others.
- e. Their job resulting in benefits to many students.
- f. Their work offering them a real opportunity for self expression.
- g. The freedom they have on their job.
- h. The effort they put forth in doing their work.

- i. Having to think of some new way of doing things and solving problems in the course of their work.
- j. Being free of too much supervision from their immediate supervisor.
- k. Having the responsibility to supervise the work of others.
- l. Being free of any worry about violating their religious or ethical values.
- m. Acting just the way they picture themselves and not like somebody else.
- n. The social standing their job enables them to have.

Conclusions

The following conclusions were based on the findings revealed from the analysis of the data based on the responses of the assistant principals to the twenty-four job satisfaction items contained in Part D, the Need Satisfaction in Work Questionnaire.

There were extremely high levels of disagreement between the measured perceptions of the middle school and junior high school assistant principals toward job satisfaction with reference to:

- a. Not having to do anything on their job which is not in accordance with their ideas of right and wrong.

- b. Their work being as worthwhile as others whose main goal is helping people.

There were extremely high levels of agreement between the measured perceptions of the middle school and junior high school assistant principals toward job satisfaction with reference to:

- a. The praise received when working on the job.
- b. Their job allowing for the opportunity for making friends and enjoying the company of fellow workers.
- c. Having the knowledge that they have used all their skills and abilities when finishing a day's work.
- d. Having the opportunity to direct others.
- e. Their job resulting in benefits to many students.
- f. Their work offering them a real opportunity for self expression.
- g. Whether the income received from their job enables them to live in an adequate manner.
- h. The help and supervision needed in performing their work.
- i. Their job allowing for ample opportunity to use their ingenuity and inventiveness.
- j. The security that their job offers.

- k. The freedom they have on their job.
- l. The credit received from teachers and administrators for any work that they do.
- m. The effort they put forth in doing their work.
- n. Having to think of some new ways of doing things and solving problems in the course of their work.
- o. Their job allowing for the opportunity to enjoy time with family and friends.
- p. Being free from too much supervision from their immediate supervisors.
- q. Having the responsibility to supervise the work of others.
- r. Being completely free of any worry about violating religious or ethical values.
- s. Acting just the way they picture themselves and not like somebody else.
- t. Receiving all the help and advice needed from their supervisors.
- u. The permanency of their job and the preparation their job has given them for accepting a higher administrative position.
- v. The social standing their job enables them to have.

The demographic data was not used in testing the hypotheses. However, important findings revealed were:

- a. The junior high school assistant principals are slightly older than the middle school assistant principals.
- b. More than ninety percent (90.7, 92.1) of both the middle school and junior high school assistant principals are white.
- c. More than ninety percent (96.3, 90.1) of both the middle school and junior high school assistant principals are males.
- d. In terms of average years, the junior high school assistant principals have been administrators .7 years longer than the middle school assistant principals.
- e. In terms of average years, the junior high school assistant principals have been administrators in their respective schools 1.2 years longer than the middle school assistant principals.
- f. In terms of average years, the junior high school assistant principals have been administrators in their respective schools in their present position 1.4 years longer than the middle school assistant principals.

- g. Approximately one-third of both middle school and junior high school assistant principals have previous administrative experience. Two-thirds have not.
- h. Approximately one-third of both middle school and junior high school assistant principals have previous administrative experience in a field related to education. Two-thirds have not.
- i. Approximately one-fourth of both middle school and junior high school assistant principals have previous administrative experience in a field not related to education. Three-fourths have not.
- j. Junior high schools tend to be located in urban and suburban areas whereas the middle schools were located in suburban and rural communities.

Implications of the Findings and Conclusions

The findings and conclusions of this study imply that:

- a. Middle school and junior high school assistant principals have received similar preparation and training for their roles even though they are performing their roles

- in educational settings that differ in their organizational structures, and educational programs.
- b. Middle school as well as junior high school assistant principals have not received adequate preparation and training for their roles.
 - c. Middle school and junior high school assistant principals are performing similar administrative activities even though they are performing their roles in educational settings that differ in their organizational structures and educational programs.
 - d. The methods presently used in preparing and training middle school and junior high school assistant principals for their roles are not adequate and therefore must be restructured.
 - f. Educational institutions have not properly addressed themselves to the task of adequately preparing and training administrators for the role of assistant principal in the middle school and junior high school setting.

Recommendations

Based on the findings of this study, the following recommendations appear warranted:

1. A study should be undertaken to determine if other teachers working in middle schools and junior high schools differ in their perceptions toward the role assistant principal.
2. A study should be undertaken to examine whether students in middle schools and junior high schools differ in their perceptions toward the role of assistant principal.
3. A study should be undertaken to determine if middle school and junior high school principals differ in their:
 - a. Opinions toward the type of preparation and training assistant principals should have for their role.
 - b. Working relationships with their respective assistant principals.
 - c. Perceptions of satisfaction toward the role that assistant principals perform.
4. A study should be undertaken to determine if university curriculums are truly geared toward preparing and training educators for the role of assistant principals.
5. A study should be undertaken to determine if universities are preparing and training

administrators in a similar manner regardless of whether they aspire to work in the elementary, junior high, middle school, or senior high school setting.

6. A study should be undertaken to determine if local school districts are incorporating any programs that are specifically geared toward preparing and training assistant principals for the elementary, junior high, middle school, or senior high school setting.
7. Middle school and junior high school administrative roles should be subject to administrative certification.

APPENDIX A

LETTER MAILED TO 206 MIDDLE SCHOOL PRINCIPALS

October 21, 1975

My name is John Norwood. I am currently enrolled in the doctoral program of Educational Administration at The University of Michigan in Ann Arbor, Michigan.

At the present time, I am writing my dissertation. My dissertation is concerned with the role perceptions of assistant principals in middle schools and junior high schools.

The population for my study will include all assistant principals working in middle schools and junior high schools in the state of Michigan. I must locate all assistant principals working in junior high schools and middle schools in the state of Michigan.

An accurate list of assistant principals working in middle schools, in the state of Michigan, is not available. Therefore, I must compile my own list of assistant principals working in middle schools. I am asking for your assistance in helping me compile my list.

Included, along with this letter, is a brief self-addressed postcard questionnaire that will provide me with the necessary information. I will greatly appreciate your answering the postcard questionnaire and mailing it back to me as soon as possible.

Any effort on your part will be greatly appreciated. Thank you very much.

John E. Norwood

APPENDIX B

POSTCARD QUESTIONNAIRE

1. What is the official name of your school?

2. Names and titles of Assistant Principals, if any.

3. What grades are included and the total # of students in each grade.

5th _____ 6th _____ 7th _____

8th _____ 9th _____

TOTAL # OF STUDENTS _____

4. How many full time professional staff members are working in your school? _____

5. Principal's signature _____

APPENDIX C

NINE PANEL MEMBERS WHO POSSESSED EXPERTISE ON MIDDLE SCHOOL EDUCATIONAL PROGRAMS

Dr. Lou Romano
Department of Administration and Higher Education
406 Erickson
Michigan State University
Lansing, Michigan 48824

Dr. Elvin Duvall*
Department of Educational Leadership
Eastern Michigan University
Ypsilanti, Michigan 48197

Dr. Carol Sheffer
Department of Educational Leadership
Western Michigan university
Kalamazoo, Michigan 49008

Dr. Tom Gatewood
Secondary Education
Ronan 318
Central Michigan University
Mount Pleasant, Michigan 48858

Dr. Morrell Clute*
Educational Leadership
377 School of Education
Wayne State University
Detroit, Michigan 48202

Dr. Elmer Schacht
Department of Education
Northern Michigan University
Marquette, Michigan 49855

Michigan State Department of Public Instruction *
Office of School Management Service
P.O. Box 420
Lansing, Michigan 48902

*Did not respond to the Opinion Form

Dr. Robert E. Hall*
Michigan Association of Secondary School Principals
Bureau of School Services
The University of Michigan
401 South Fourth Street
Ann Arbor, Michigan 48103

Dr. G. Sutherland Hayden
Michigan Association of Secondary Schools
Bureau of School Services
The University of Michigan
401 South Fourth Street
Ann Arbor, Michigan 48103

*Did not respond to the Opinion Form

APPENDIX D

LETTER MAILED TO THE PANEL OF MIDDLE SCHOOL EXPERTS

3112 School of Education Bldg.
The University of Michigan
Ann Arbor, Michigan 48104

Dear Dr. :

I am a candidate for a Ph.D. in Educational Administration at The University of Michigan. The title of my dissertation is "The Role Perceptions of Assistant Principals in the Middle School Setting Versus the Role Perceptions of Assistant Principals in the Junior High School Setting."

Theoretically, conceptually, and practically, the educational program of the middle school allegedly differs from the educational program of the junior high school. However, many schools classified as "middle schools" are in fact middle schools by name only and not by their educational programs. The quality of my dissertation is dependent upon my ability to identify those schools that are effectively implementing their educational programs in the manner that is indicative of a middle school. I shall not attempt to define the "ideal" educational program for a middle school at this initial stage of my study. Rather, my doctoral committee has suggested that the determination of perceived excellence of the educational program, in those middle schools with assistant principals, be made by a panel of authorities, such as yourself, and thus constitute a legitimate sample.

The chairman of my dissertation committee, Dr. George E. Mills, has brought to my attention your knowledge and expertise in the area of the middle school. Therefore, I am asking you, along with several other individuals who also possess expertise in the area of the middle school, to express opinions about the educational programs of those middle schools which have assistant principals.

Accompanying this letter is a list of all middle schools in the State of Michigan that have assistant principals. This list was compiled after I surveyed all middle schools that are members of the Michigan Middle School Association.

All you must do is respond to the items on the list
and mail your responses back to me as soon as possible.

Thank you,

John Norwood

APPENDIX E

OPINION FORM MAILED TO THE NINE PANEL MEMBERS

DIRECTIONS: Place a check mark or X in the space that best expresses your opinion about each middle school program.

[illegible]

[illegible]

[illegible]

DIRECTIONS: Place a check mark or X in the space that best expresses your opinion about each middle school program.

Name and Address of Middle Schools with Assistant Principals	Acquaintanceship with Specific Middle School Programs				Assessment of Specific Middle School Educational Programs			
	Well acquainted with the educational program	Fairly acquainted with the educational program	Limited knowledge of the educational program	Other remarks (no comment)	Excellent middle school educational program	Above average middle school educational program	Average middle school educational program	Below average middle school educational program
65. West Middle School Grand Rapids, Michigan								
66. Whithall Middle School Whitehall, Michigan								
67. Young Middle School Detroit, Michigan								
68. Zeeland Middle School Zeeland, Michigan								

APPENDIX F

LETTERS RECEIVED FROM THREE PANEL
MEMBERS EXPRESSING THEIR REASONS FOR
NOT RESPONDING TO THE OPINION FORM



JOHN W. PORTER
Superintendent of
Public Instruction

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

December 23, 1975

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Mr. John E. Norwood
3112 School of Education Building
University of Michigan
Ann Arbor, Michigan 48104

Dear Mr. Norwood:

I received your materials relating to your study on middle schools in Michigan. I would be very happy to do what you requested, but I really am not qualified to do so.

Perhaps I should explain that we do not have a middle schools consultant here in the Department although middle school "business" usually comes to me, since I have written various papers for the Department in the area of middle schools. I do not, however, really have any first-hand information about the quality of various middle school programs around the state.

I would suggest, though, that you send your materials to either one or both of the following persons in place of myself. Mrs. McMaster is currently the president of the Michigan Association of Middle School Educators and Mr. Thompson is the chairman of the Middle School Commission. I believe that these people would have more familiarity with actual building programs and would be glad to either complete your forms themselves or suggest someone to you.

Their addresses are:

Margaret McMaster
West Middle School
44401 W. Ann Arbor Trail
Plymouth, Michigan 48170

Mr. Maynard Thompson
Cadillac Middle School
500 Chestnut
Cadillac, Michigan 49601

Best wishes for success with your study.

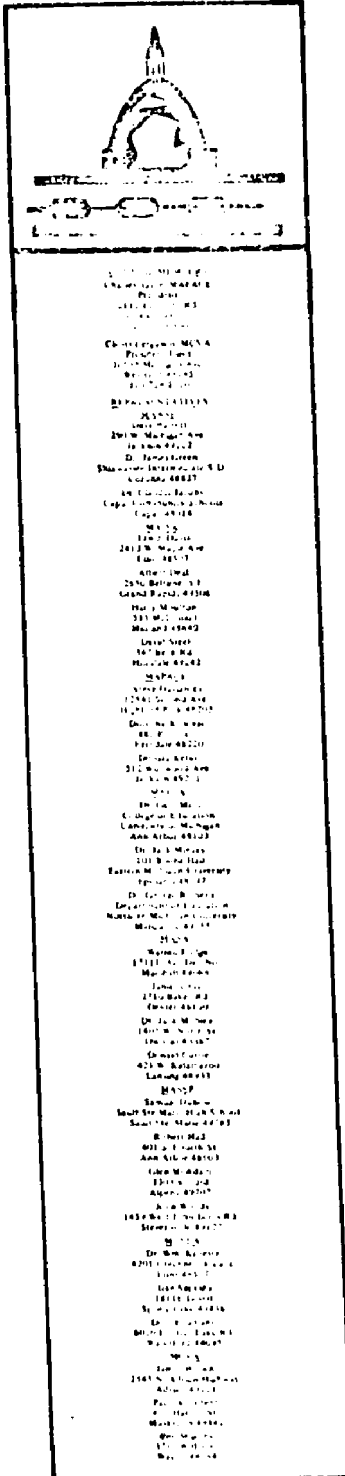
Sincerely,

Robert L. Trezise
Coordinator
Communication Skills Unit



RLT:lc

cc: Mrs. McMaster
Mr. Maynard Thompson



MICHIGAN CONGRESS of SCHOOL ADMINISTRATOR ASSOCIATIONS

129 Boone Hall
Eastern Michigan University
Ypsilanti, Michigan 48197

Executive Secretary
Elven E. Duvall
313-487-3135

January 19, 1976

Mr. John Norwood
3112 SEB
University of Michigan
Ann Arbor, Michigan 48104

Dear Mr. Norwood:

Although I very much appreciate the confidence Dr. Mills has placed in my ability to assist you in your study, I have to decline participation.

In all candor, although I am familiar with some of the programs listed, I must say that my depth of knowledge concerning these educational programs is not sufficient to assist you and retain validity in your study.

I am sorry.

Sincerely,

Elven E. Duvall
Executive Secretary
Michigan Congress of School
Administrator Associations

EED:ap

Enclosure

1975 STATEWIDE SCHOOL ADMINISTRATORS ANNUAL CONFERENCE
JULY 28, 29, 30 BOYNTOWN MOUNTAIN
"DOLLARS & DECISION WHO WHAT WHY"



Field Secretary
BENJAMIN H. LEYER
1022 Lindbergh Drive
Lansing 48110
517-484-8743

Michigan Association of Secondary School Principals

Serving Secondary Administrators Since 1911

Executive Secretary
ROBERT E. HALL
Bureau of School Services
The University of Michigan
401 S. Fourth St. at W. William
Ann Arbor, Michigan 48103
313-769-5497

December 22, 1975

Mr. John Norwood
3112 SEB
University of Michigan
Ann Arbor, Mich. 48104

Dear John,

I am sorry to have to return this request to you unanswered.
I would suggest you send a copy of your request to :

Dr. Charles Jaquith
R # 2 Box 89 B
Petoskey, Mich. 49970

Unfortunately my position now does not take me into schools seeking out programs, consequently I am unaware of the nature of the types of programs being conducted in the schools given.

I agree that many schools have adopted the middle school concept only to continue doing what has always been done—Junior High.

Dr. Jaquith formerly was chairman of our middle school task force and is now in a position to visit many of the schools listed and would have a better idea how their program is progressing.

I am also enclosing MASSP's position paper on middle schools developed jointly by MASSP and the State Department of Education. It may be of value to you.

Please try me again if I can be of future help.

Sincerely,

Robert E. Hall

REH/jl

APPENDIX G

LIST OF NINE PANEL MEMBERS INCLUDING
INDIVIDUALS WHO REPLACED THOSE MEMBERS WHO
DECLINED TO RESPOND TO THE OPINION FORM

Dr. Lou Romano
Department of Administration and Higher Education
406 Erickson
Michigan State University
Lansing, Michigan 48824

Dr. Charles Jaquith*
R#2, Box 89B
Petoskey, Michigan

Dr. Carol Sheffer
Department of Educational Leadership
Western Michigan University
Kalamazoo, Michigan

Margaret McMaster*
West Middle School
44401 West Ann Arbor Trail
Plymouth, Michigan 48170

Dr. Sam Mangione*
Wayne County Intermediate School District
1800 Kales Building
76 West Adams
Detroit, Michigan 48226

Dr. Elmer Schact
Department of Education
Northern Michigan University
Marquette, Michigan 49855

Mr. Maynard Thompson*
Cadillac Middle School
500 Chestnut
Cadillac, Michigan 49601

*Replaced a panel member who previously declined
to respond to the Opinion Form

Dr. G. Sutherland Hayden
Michigan Association of Secondary Schools
Bureau of School Services
The University of Michigan
401 South Fourth Street
Ann Arbor, Michigan

Dr. Tom Gatewood
Secondary Education
Ronan 318
Central Michigan University
Mount Pleasant, Michigan 48858

APPENDIX H

INSTRUMENT THAT WAS MAILED TO 68 MIDDLE
SCHOOL ASSISTANT PRINCIPALS AND 125 JUNIOR
HIGH SCHOOL ASSISTANT PRINCIPALS

COVER SHEET

Instructions

1. Please answer each question to the best of your ability.
2. Directions for all parts of the questionnaire are at the top of the page.
3. The numbers in the top right hand corner of this cover sheet are for computer use.
4. All responses will be kept anonymous.

Thank you,

John E. Norwood

PART A

Your Opinion Regarding
the Preparation and Training of Assistant Principals

Place a check mark next to the statement that best describes your opinion of the preparation and training that assistant principals should have for their role.

1. What degree should a person have for the job of assistant principal?
 1. _____ Bachelors in Education
 2. _____ Masters in Education
 3. _____ Masters in Education; adequate teaching experience; and some hours related to the field (counseling, reading, curriculum)
 4. _____ The degree doesn't matter as long as it is in the field of Education

2. How many years teaching experience should a person have before becoming an assistant principal?
 1. _____ 0 to 3 years
 2. _____ 4 to 6 years
 3. _____ more than 6 years
 4. _____ the amount of teaching experience a person has is not important

3. How important is it for the assistant principal to have preparation and training in guidance and counseling?
 1. _____ very important
 2. _____ important
 3. _____ somewhat important

4. _____ not too important
 5. _____ not important at all
-
4. How important is it for the assistant principal to have preparation and training in curriculum and instruction?
 1. _____ very important
 2. _____ important
 3. _____ somewhat important
 4. _____ not too important
 5. _____ not important at all
-
5. How important is it for the assistant principal to have preparation and training in community relations?
 1. _____ very important
 2. _____ important
 3. _____ somewhat important
 4. _____ not too important
 5. _____ not important at all
-
6. How important is it for the assistant principal to have preparation and training in the handling of disciplinary problems?
 1. _____ very important
 2. _____ important
 3. _____ somewhat important
 4. _____ not too important
 5. _____ not important at all

7. How important is it for the assistant principal to have the preparation and training in the overall operations of a school?
1. _____ very important
 2. _____ important
 3. _____ somewhat important
 4. _____ not too important
 5. _____ not important at all
8. How important is it for the assistant principal to have the preparation and training in organizational and leadership theory?
1. _____ very important
 2. _____ important
 3. _____ somewhat important
 4. _____ not too important
 5. _____ not important at all
9. Do you feel that a person should serve in an internship program as part of his preparation and training for the assistant principalship?
1. _____ yes
 2. _____ no
10. Do you feel that assistant principals are receiving adequate preparation and training for their roles?
1. _____ yes
 2. _____ no

PART B

Your Evaluation of Your Own
Preparation and Training for the Assistant Principalship

Place a check mark next to the statement that best describes your own preparation and training for the role of assistant principal.

1. What is the highest degree you currently hold?
 1. _____ Bachelors in Education
 2. _____ Masters in Education
 3. _____ Masters in Education plus other graduate work in areas related to the field (counseling, reading, curriculum)
 4. _____ Ph.D. in Education
 5. _____ Doctorate in Education

2. How many years teaching experience did you have prior to becoming an assistant principal?
 1. _____ 0 to 3 years
 2. _____ 4 to 6 years
 3. _____ more than 6 years

3. Did you have preparation and training in guidance and counseling prior to becoming an assistant principal?
 1. _____ a sufficient amount
 2. _____ some
 3. _____ very little
 4. _____ none

4. Did you have preparation and training in curriculum and instruction prior to becoming an assistant principal?
1. _____ a sufficient amount
 2. _____ some
 3. _____ very little
 4. _____ none
5. Did you have preparation and training in community relations prior to becoming an assistant principal?
1. _____ a sufficient amount
 2. _____ some
 3. _____ very little
 4. _____ none
6. Did you have preparation and training in the handling of disciplinary problems prior to becoming an assistant principal?
1. _____ a sufficient amount
 2. _____ some
 3. _____ very little
 4. _____ none
7. Did you have preparation and training in the overall operations of a school prior to becoming an assistant principal?
1. _____ a sufficient amount
 2. _____ some
 3. _____ very little
 4. _____ none

8. Did you have preparation and training in organizational and leadership theory prior to becoming an assistant principal?
1. _____ a sufficient amount
 2. _____ some
 3. _____ very little
 4. _____ none
9. Did you serve in an internship program as part of your preparation and training for the assistant principalship?
1. _____ yes
 2. _____ no
10. Do you feel that you were adequately prepared and trained for the role of assistant principal?
1. _____ yes
 2. _____ no

PART C

Role Perception Questionnaire

Circle the number of the word that describes how you perceive of yourself in the role of assistant principal.

1. How frequently do you usually participate in the decision to hire new staff?
1. never 2. seldom 3. sometimes 4. often 5. always
2. How frequently do you usually participate in decisions on the promotions of any of the professional staff?
1. never 2. seldom 3. sometimes 4. often 5. always
3. How often do you participate in the adoption of new policies?
1. never 2. seldom 3. sometimes 4. often 5. always
4. How frequently do you participate in decisions concerning the disciplining of students?
1. never 2. seldom 3. sometimes 4. often 5. always
5. How frequently do you participate in the evaluation of teachers?
1. never 2. seldom 3. sometimes 4. often 5. always
6. How frequently do you participate in the decisions on the adoption of new programs?
1. never 2. seldom 3. sometimes 4. often 5. always
7. In performing your job how often do you participate in the counseling and guidance of students?
1. never 2. seldom 3. sometimes 4. often 5. always
8. How frequently do you participate in the evaluation of the curriculum and instructional program of the school?
1. never 2. seldom 3. sometimes 4. often 5. always

Place a check mark next to the statement that describes your role.

9. How often do you do some extra work for your job which isn't required of you?

1. _____ about once a month
2. _____ once every few weeks
3. _____ about once a week
4. _____ several times
5. _____ almost every day

10. On most days on your job, how often does time seem to drag for you?

1. _____ about half the day or more
2. _____ about one-third of the day
3. _____ about one quarter of the day
4. _____ about one-eighth of the day
5. _____ time flies

11. How do you feel in your job toward the operations of the school?

1. _____ very little involved; my non-job interests are more absorbing
2. _____ slightly involved
3. _____ moderately involved; my job and my other interests are equally absorbing to me
4. _____ strongly involved
5. _____ very strongly involved; my work is the absorbing interest in my life

12. Would you say you work harder, less hard, or about the same as other people doing your type of work in another school?

1. _____ much less hard than most others
2. _____ a little less hard than most others
3. _____ about the same as others
4. _____ a little harder than most others
5. _____ much harder than most others

PART D

Need Satisfaction in Work

At the end of each sentence circle the number that best describes your feelings of satisfaction as a result of your role as assistant principal.

- | | Not at all
satisfied | Slightly
satisfied | Well
satisfied | Very well
Satisfied | Completely
Satisfied |
|--|-------------------------|-----------------------|-------------------|------------------------|-------------------------|
| 1. On my job when I do a piece of work I know that I'll get enough praise for it. | 1 | 2 | 3 | 4 | 5 |
| 2. Where I work I get all the opportunity I want for making friends and enjoying the company of my fellow workers. | 1 | 2 | 3 | 4 | 5 |
| 3. When I've finished a day's work, I can really be satisfied with the knowledge that I've used all my skills and abilities. | 1 | 2 | 3 | 4 | 5 |
| 4. In the course of my work I have all the opportunity I might want to direct others. | 1 | 2 | 3 | 4 | 5 |
| 5. My work results in benefits to many students. | 1 | 2 | 3 | 4 | 5 |
| 6. My work offers me a real opportunity for self-expression. | 1 | 2 | 3 | 4 | 5 |
| 7. The income I receive from my job enables me to live in a manner which I consider adequate. | 1 | 2 | 3 | 4 | 5 |
| 8. I do not have to do anything on my job which is not in accordance with my ideas of right and wrong. | 1 | 2 | 3 | 4 | 5 |

	Not at all satisfied	Slightly satisfied	Well satisfied	Very well satisfied	Completely satisfied
9. In my work I get all the help and supervision I need.	1	2	3	4	5
10. There is ample opportunity in my work to use my ingenuity and inventiveness.	1	2	3	4	5
11. I have a feeling of security in my job.	1	2	3	4	5
12. I have as much freedom as I want on my job.	1	2	3	4	5
13. In my work I always receive the credit I deserve from teachers and administrators for any work I do.	1	2	3	4	5
14. I have to concentrate and put forth some effort to do my work, but it is not too hard for me.	1	2	3	4	5
15. I often have to think up some new ways of doing things and solving problems in the course of my work	1	2	3	4	5
16. My job gives me plenty of opportunity to enjoy time with my family and friends.	1	2	3	4	5
17. On my job I am free from too much supervision from my immediate supervisor(s).	1	2	3	4	5
18. I have as much responsibility as I want with respect to supervising the work of others.	1	2	3	4	5
19. My work is as worthwhile as other professions whose main goal is helping other people.	1	2	3	4	5

	Not at all satisfied	Slightly satisfied	Well satisfied	Very well satisfied	Completely satisfied
20. In my job I am completely free of any worry about violating my religious or ethical values.	1	2	3	4	5
21. On my job, I can always act just the way I picture myself--I don't have to act like somebody else.	1	2	3	4	5
22. I get all the help and advice that I need from my supervisors.	1	2	3	4	5
23. My job is quite permanent. It will be there as long as I might want it, but I do feel that my job has prepared me to accept a higher administrative position.	1	2	3	4	5
24. My present job enables me to have a good social standing.	1	2	3	4	5

Demographic Data

1. Age

1. _____ 24-29
2. _____ 30-35
3. _____ 36-41
4. _____ 42-47
5. _____ 48 and over

2. Race

1. _____ Black
2. _____ White
3. _____ Mexican American
4. _____ American Indian
5. _____ Other

3. Sex

1. _____ Male
2. _____ Female

4. How many years altogether have you been an administrator? _____

5. How many years have you been an administrator in this school? _____

6. How many years have you been an administrator in this school in your present position? _____

7. Have you been an administrator in another school?

1. _____ Yes
2. _____ No

8. Have you been an administrator in a field related to education?
1. _____ Yes
 2. _____ No
9. Have you held an administrative position in a field not related to education?
1. _____ Yes
 2. _____ No
10. In which of the following categories would you place your school?
1. _____ Urban
 2. _____ Suburban
 3. _____ Rural

PART E

(optional)

Please use the space below and the back of this last page to make any comment(s) you may wish to make relative to the role of the assistant principal.

APPENDIX I

LETTER MAILED TO 68 MIDDLE SCHOOL ASSISTANT PRINCIPALS
AND 125 JUNIOR HIGH SCHOOL ASSISTANT PRINCIPALS
STATING THE PURPOSE OF THE STUDY

3112 School of Education Bldg.
The University of Michigan
Ann Arbor, Michigan 48109

Dear :

I am a candidate for a Ph.D. in Educational Administration at The University of Michigan. The title of my dissertation is "The Role Perceptions of Assistant Principals in the Middle School Setting Versus the Role Perceptions of Assistant Principals in the Junior High School Setting."

The purpose of my dissertation is to determine if:

- a. The assistant principal in the middle school perceives his role differently than the assistant principal in the junior high school setting.
- b. The assistant principal in the middle school and junior high school setting differ in their perceptions toward the type of preparation and training for their respective roles.
- c. Job satisfaction as perceived by assistant principals in the middle school setting differs from job satisfaction as perceived by assistant principals in the junior high school setting.

I am requesting your assistance in helping me with my dissertation. Accompanying this letter is the questionnaire that will be used in my study and a self-addressed envelope. All I ask is that you respond to the questionnaire and mail it back to me as soon as possible.

Any effort on your part will be appreciated.

Thank you,

John Norwood

APPENDIX J

FOLLOW-UP LETTER MAILED TO THOSE ASSISTANT PRINCIPALS
WHO DID NOT COMPLETE AND RETURN THE QUESTIONNAIRE
WITHIN A THREE-WEEK TIME PERIOD

3112 School of Education Bldg.
Univeristy of Michigan
Ann Arbor, Michigan

23 February 1976

Dear

In an effort to complete my dissertation, I am writing this letter to remind you that the validity and reliability of my study are dependent upon your response to the questionnaire mailed to you on February 2, 1976.

If you have already completed and returned the questionnaire, please disregard this letter; however, if you have not, your prompt attention to this matter would be greatly appreciated.

Thank you,

Sincerely yours,

John E. Norwood

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