

AN ANALYSIS OF SELECTED KANSAS JUNIOR HIGH SCHOOL PRINCIPALS
CONCERNING THEIR PREPARATION FOR THE PRINCIPALSHIP OF
THE JUNIOR HIGH SCHOOL IN THE STATE OF KANSAS

by

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INTRODUCTION

The junior high school principal has historically received certification as either an elementary or secondary school principal. The elementary and secondary school principals serve different age groups with different needs than the junior high school principals. Because of the different needs and the historical method of certification, the qualities and characteristics of a program for principals of schools for the early adolescents tend to be neglected. This study gives a view of the junior high school principal at a time when the junior high schools are being influenced by new reorganizational patterns and evaluation by the North Central Association.

STATEMENT OF THE PROBLEM

The purposes of this study were to: (1) show the preparation of Kansas three-year junior high school principals as revealed by a questionnaire; (2) discuss selected comments from the questionnaire respondents relating to their prior preparation and certification for the junior high school principal; and (3) suggest possible alternate or additional areas of preparation for a prospective junior high school principal as suggested by respondents.

IMPORTANCE OF THE STUDY

Conscientious educators are always searching for methods to improve the quality of the educational system. Since much beneficial change is the result of comparative analysis, it is important that the analysis has direction. This study can serve as a basis for future research by determining the certification criteria for junior high school principals in Kansas and

producing additional criteria for certification. The results of this study can be used as a source for certifying junior high school principals by providing specific areas of study in preparation for the junior high school principalship.

In the United States there are only four states that require junior high school principals to be certified in the junior high school.¹ The remainder of the states require certification of the junior high school principal as either an elementary or secondary school principal. It seems important to find if a need exists to specifically prepare principals for the junior high level, and if the need does exist then it is important to provide preparation criteria to fulfill the need.

DEFINITION OF TERMS

Certification. The act, on the part of a state department of education, of granting official authorization to a person to accept employment in keeping with the provisions of the certificate. Certification applies chiefly to professional services such as teaching, supervision and administration of education below college level.²

Administrator. Any one charged in any way with the administrative policies and activities of the school. For the purpose of this paper, an administrator shall include superintendent, assistant superintendent,

¹Elizabeth H. Woellner and M. Aurilla Wood, Requirements for Certification for Elementary Schools, Secondary Schools, Junior Colleges of Teachers, Counselors, Librarians, Administrators (New York: McGraw-Hill Book Company, Inc., 1971).

²Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 63.

principal, vice-principal and supervisors of instruction.¹

Principal. A person having administrative and supervisory responsibilities for a particular unit of organization within a school system.²

Elementary school. A school offering work in any combination of grades kindergarten to eight.³

Secondary school. The school division comprising grades seven to twelve.⁴

Junior high school. The lower part of a divided secondary school comprising grades seven, eight, and nine.⁵

High school. The upper part of a divided secondary school comprising grades ten, eleven, and twelve.⁶

Subject matter area. A study of organized subject matter in which instruction is offered within a given period on a given subject.⁷

REVIEW OF THE LITERATURE

In determining the classroom teaching experience of junior high school principals, Hemphill reported that in 1963, sixty-seven per cent of the junior high school principals surveyed had seven or more years of teaching experience.⁸ Thirty-one per cent of the principals held their last position

¹Ibid., p. 13.

²Ibid., p. 308.

³Ibid., p. 149.

⁴Ibid., p. 364.

⁵Ibid., p. 231.

⁶Ibid., p. 201.

⁷Ibid., p. 397.

⁸J. K. Hemphill, "A Study of Secondary School Principalship," The Bulletin of the National Association of Secondary School Principals, 48:217-230, April, 1964.

as a classroom teacher.¹ Hemphill's study revealed that eighty-eight per cent of all principals had master's degrees and two per cent had a Doctor of Education or a Doctor of Philosophy degree.²

Michael Bauer conducted a follow-up survey in 1966 of a descriptive study of Kansas junior high schools by Edward Brainard. In Bauer's survey fifty-five per cent of the junior high principals had less than five years experience as junior high school principals.³ All of the principals sampled, in Bauer's survey, had experience as classroom teachers, but twenty-eight per cent did not have teaching experience in the junior high school.⁴ Young and Loretan point out that the selection and training of teachers is a major problem of the junior high school principal.⁵

In a study of the secondary school principalship reported in the NASSP Bulletin by Hemphill, supervision of instruction, personnel administration, human relations, school organization, and curriculum are most essential for the beginning principal.⁶ A parallel relationship appears in Hemphill's study and the certification requirements for secondary school principals of Kansas. The requirements for certification include subject matter study in:

¹D. A. Rock and J. K. Hemphill, "Profile of the Junior High Principal," Education Digest, 32:8, January, 1967.

²Hemphill, op. cit., p. 220.

³Michael S. Bauer, "A Follow-up of a Descriptive Study of Kansas Junior High Schools" (unpublished Master's Report, Kansas State University, Manhattan, Kansas, 1966), p. 10.

⁴Ibid., p. 25.

⁵C. Young and J. O. Loretan, "What Critical Problems Face the Junior High School Principal," The Bulletin of the National Association of Secondary School Principals, 44:57, February, 1960.

⁶Hemphill, op. cit., p. 227.

(1) administration and supervision; (2) curriculum and program development; (3) psychology, guidance, group dynamics, and human relations; (4) plant design and operation.¹

Most of the problems in the junior high school affect the principal in some manner. Rollins surveyed junior high school principals in Rhode Island to determine the problems they most often encountered.² Ten of the most common problems encountered were:

1. Staff
2. Low ability and high ability students
3. Curriculum
4. Guidance and reading
5. Reading
6. Discipline
7. Overcrowded classrooms
8. Scheduling
9. School finance
10. Teacher's salaries

In order to solve problems similar to the above list, the Division of Principals of the North Carolina Educational Association provided an annual summer workshop for all principals within the State of North Carolina. The workshop proved to be a successful experience in helping to meet many of the problems of the principals.³

Lyle Emory Holder compiled a series of tasks of the principal. The tasks which Holder emphasized for the principal included working with

¹State of Kansas, Certificate Handbook (issued by Murle M. Hayden, State Superintendent of Public Instruction, and the State Board of Education, Topeka, Kansas), January 1, 1968, p. 23.

²Sidney P. Rollins, "A Survey of Problems of the Principal," The Bulletin of the National Association of Secondary School Principals, 44:55-57, February, 1960.

³"The School Principalship in North Carolina," The Bulletin of the National Association of Secondary School Principals, 48:61-64, March, 1964.

community groups and agencies, parents, line organization supervisors (superintendents, supervisors of instruction, and vice-principals), teachers, and students.¹ Dean C. Christensen added to the series of tasks in a summary of "What Role for the Principal in Improving the Instructional Program in the Junior High School." Christensen wrote that the role of the principal in the junior high school was to lead in developing meaningful instruction and in improving instructional methods.²

In another study, Willard J. Congreve pointed out that it was up to the principal to stimulate the faculty and help them channel their efforts toward realizing a total educational program with a common direction.³ To do this, the principal must be freed from "administrivia" (nonessential tasks) that occupy much of his time, and the principal must regard the instructional program as the number one reason for his position, according to Christensen.⁴

Gerald R. Rasmussen reported the use of simulation to provide for the neglected junior high school principal in a pre-service and in-service education program which usually concentrates on the elementary or senior high school principal's needs.⁵

¹Lyal Emory Holder, "Comparison of the Critical Requirements for the Elementary School, Junior High School, and Senior High School Principalships" (Research study no. 1), Colorado State College, 1962, Dissertation Abstracts, 23:901, No. 3; 1962.

²Dean C. Christensen, "What Role for the Principal in Improving the Instructional Program in the Junior High School," The Bulletin of the National Association of Secondary School Principals, 44:211, April, 1960.

³Willard J. Congreve, "The Role of the Principal in School Improvement," The Bulletin of the National Association of Secondary School Principals, 48:3, March, 1964.

⁴Christensen, op. cit.

⁵Gerald R. Rasmussen, "A Meaningful In-Service Program for the 'Neglected' School Administrator," Journal of Secondary Education, 44:129, No. 3, March, 1969.

METHODS OF PROCEDURE AND LIMITATIONS

Procedure

The review of the literature provided a basis for the questions within the questionnaire. After the questionnaire was completed it was distributed to several junior high school principals for critical appraisal. The principals made several suggestions on the clarity of the questionnaire. The questionnaire was then retyped with the clarifications and distributed to the ninety-eight junior high school principals in the state of Kansas as listed in the Kansas Educational Directory of Schools 1968-1969.

Sixty-one replies were received from the first mailing. A second mailing was sent to the junior high school principals in the cities that did not return a questionnaire upon the first mailing. Fourteen replies were received following the second mailing for a total of 76% response.

Limitations of the Questionnaire

The review of the literature in this study was limited to topics concerning the qualifications of the junior high school principals and to information requested in the questionnaire. Seventy-five questionnaires were returned, but inconsistencies in the total replies to several questions occur for the following reasons: one unanswered questionnaire was returned by the principal's secretary because the principal was hospitalized; one questionnaire was returned without page one; another questionnaire was returned without page three; and other questionnaires were returned with various questions unanswered. Therefore, inconsistencies appear in the total number of responses to each question.

ANALYSIS OF THE QUESTIONNAIRE

Information obtained from the questionnaire is presented in four parts. Each section will be discussed separately with tables and comments dealing with that section of the questionnaire. Each question is stated as it appeared in the questionnaire.

Nonadministrative Experience

Question 1:

Indicate the number of years teaching experience (include the present year) you have in:

- ☐ elementary school, organized for grades K-6 or K-8.
- ☐ junior high school, organized for grades 7-8 or 7-9.
- ☐ junior-senior high school, organized for grades 7-12.
- ☐ senior high school, organized for grades 9-12 or 10-12.

The purpose of question one was to determine in which level of teaching the junior high school principal had experience. The prior teaching experience for the junior high school principals are shown in Table I on page nine.

A junior high school, organized for grades seven and eight or seven through nine was the area from which sixty-nine per cent of the respondents had teaching experience prior to their administrative assignment. It may be noted from Table I that the number of years of teaching experience in the senior high school exceeds the years of teaching experience in the elementary school. The difference of four per cent does not indicate a reliable conclusion regarding the relationship between level of teaching experience and movement into the junior high school principalship.

Question 2:

Are you currently a teaching principal? ☐ Yes ☐ No

Question two was to determine whether the assignment of the combination principalship-teacher was a common practice within the state.

Table II shows question two and the principals' replies. The replies

TABLE I

PRIOR TEACHING EXPERIENCE OF SELECTED 1968-1969 SCHOOL
TERM JUNIOR HIGH SCHOOL PRINCIPALS
IN THE STATE OF KANSAS

School organization	Principals with teaching experience on the indicated level of school organization		Principals having teaching experience on the indicated level	Years of teaching experience on the indicated level
	Number	Per cent		
Elementary school organized for grades K-6 or K-8	36	50		9
Junior high school organized for grades 7-8 or 7-9	49	69		9
Junior-senior high school organized for grades 7-12	11	15		11
Senior high school organized for grades 10-12 or 9-12	39	55		9

indicated that ten per cent of the respondents were teaching principals and ninety per cent of the respondents were not teaching principals.

TABLE II

NUMBER OF TEACHING AND NON-TEACHING JUNIOR
HIGH SCHOOL PRINCIPALS IN KANSAS
FOR THE 1968-1969 SCHOOL TERM

Question 2	Replies of the junior high school principals to Question 2	
	Number	Per cent
Are you currently a teaching principal?	<u>7</u> Yes <u>65</u> No	<u>10</u> Yes <u>90</u> No

Question 3:

If your answer to Question 2 is yes, give the following information:

- A. Classes per day?
- B. Grade level?
- C. Subject area(s) taught?

Question three provides additional information relative to the teaching areas of the principals.

The number of classes taught by each principal ranged from one to four classes per day. Three principals taught one class per day; two principals taught two classes per day; and the remaining two principals taught three and four classes per day, respectively. The subjects taught by the principals included mathematics, language arts, Spanish, and social studies.

An additional part of question three asked the principals to list other non-administrative duties. The non-administrative section was included in order to find consistent areas of non-administrative duties for which a future junior high school principal might prepare himself. As a result,

Administrative Experience

Question 5:

Specify the number of years of administrative experience you have (include the current year) as a(n):

- ☐ elementary principal (K-6 or K-8)
- ☐ assistant elementary principal
- ☐ junior high school principal (7-8 or 7-9)
- ☐ assistant junior high school principal
- ☐ junior-senior high school principal
- ☐ assistant junior-senior high school principal
- ☐ senior high school principal
- ☐ assistant senior high school principal
- ☐ superintendent
- ☐ assistant superintendent
- ☐ other (specify)

Question five provided information relative to the flow of persons with previous administrative experience into the junior high school principalship.

Seventy-two respondents answered question five. Thirty-two (44%) of the principals had previous experience in the elementary school. Seventeen respondents (23%) had previous experience in senior high school administration. Fifty-one respondents (71%) had prior administrative experience in the junior high school.

Table IV on page thirteen shows the distribution of administrative experience of the respondents prior to the junior high school administration.

Supplementary Administrative Training

Question 6:

If an institute for supplementary training of the junior high school principal were available to you, would you attend such an institute? ☐ Yes ☐ No

Question six was designed to find the attitudes of the junior high school principals toward an institute for supplementary training of the junior high school principal.

TABLE IV
PRIOR ADMINISTRATIVE EXPERIENCE OF THE JUNIOR
HIGH SCHOOL PRINCIPALS IN KANSAS
FOR THE 1968-1969 SCHOOL TERM

Prior administrative experience	Answers by seventy-two respondents Number	Answers by seventy-two respondents Per cent	Years of administrative experience Mean
Elementary Principal	32	44	8
Assistant Elementary Principal	1	1	1/2
Junior High School Principal	51	71	9
Assistant Junior High School Principal	6	8	3
Junior-Senior High School Principal	12	17	7
Assistant Junior- Senior High School Principal	0	0	0
Senior High School Principal	18	25	7
Assistant Senior High School Principal	10	14	4
Superintendent	8	11	8

Table V shows the replies of the principals to Question 6. The principals indicated that seventy-five per cent of them would attend an institute if it were made available, and twenty-five per cent indicated they would not attend such an institute.

TABLE V
NUMBER OF JUNIOR HIGH SCHOOL PRINCIPALS
WHO WOULD ATTEND AN INSTITUTE
FOR SUPPLEMENTARY TRAINING

Question 6	Answers by seventy-one respondents to Question 6	
	Number	Per cent
If an institute for supplementary training of the junior high school principal were available to you would you attend such an institute?	<u>53</u> Yes <u>18</u> No	<u>75</u> Yes <u>25</u> No

Question 7:

If your answer to question six was no, state your reason(s) for not choosing to attend such an institute.

Question seven provided the respondents a chance to explain why they would not attend an institute for supplementary training. Three respondents who replied negatively to question six did not state reasons for not choosing to attend an institute. The most common reasons given for the negative answer was that the respondents were not going to be in the junior high school because they were leaving junior high school administration; or it was too late in the respondent's career; or they were going to retire.

Question 8:

Do you support the theory of an internship (limited to eight to ten weeks) for the beginning junior high school principal? Yes No

Question eight served as a survey of the junior high school principals to determine the feasibility of an internship program for junior high school principals.

Table VI shows the replies of the principals to question eight. Eighty-five per cent of the principals supported the theory of an internship and fifteen per cent did not support the theory of an internship for beginning principals.

TABLE VI
NUMBER OF KANSAS JUNIOR HIGH SCHOOL
PRINCIPALS WHO SUPPORT THE THEORY
OF AN INTERNSHIP PROGRAM FOR A
PERIOD OF EIGHT TO TEN WEEKS

Question 8	Answers by seventy-one respondents to Question 8	
	Number	Per cent
Do you support the theory of an internship (limited to eight to ten weeks) for the beginning junior high school principal?	<u>60</u> Yes <u>11</u> No	<u>85</u> Yes <u>15</u> No

Five of the respondents who replied negatively to question eight commented on their negative answers. Four of the five negative respondents stated they did not support the theory of the internship program because the program was not long enough. The fifth principal who replied negatively thought that teaching experience was very important and no person should be allowed to work on a master degree in education without teaching experience.

Formal Administrative Training

Question 9:

Express your opinion as to the importance of course requirements for the junior high school principal by indicating the following scale: 5 Essential 4 Valuable 3 Of Some Value 2 Little Value 1 No Value

Table VII on page eighteen contains the summary of the principals' opinion as described in question nine. The composite score was determined by multiplying the rating of each course times the number of principals giving the course the particular rating. Then all of the ratings for one course are added to form the composite score. The following is an example taken from Table VII of the composite score for courses in the area of curriculum. Fifty-four respondents rated curriculum 5 Essential ($5 \times 54 = 270$). Fourteen respondents rated curriculum 4 Valuable ($4 \times 14 = 56$). One respondent rated curriculum 3 Of Some Value ($3 \times 1 = 3$). Two respondents rated curriculum 2 Little Value ($2 \times 2 = 4$). One respondent rated curriculum 1 No Value ($1 \times 1 = 1$). The rating points added becomes the composite score (i.e. $270 + 56 + 3 + 4 + 1 = 334$). Curriculum received a composite score of 334 rating points.

The courses (i.e. curriculum) were not described to the respondents. The courses of curriculum, supervision of instruction, personnel administration and human relations were chosen by more than sixty per cent of the respondents as essential course areas. The areas of contemporary education, comparative education, political science, and history of education were rated by less than ten per cent of the principals as essential course areas. The principals selected the courses of study in the following order of importance:

1. Curriculum
2. Supervision of Instruction
3. Human Relations
4. Personnel Administration
5. School Organization
6. Psychology of Learning
7. School Law
8. Administrative Theory and Practice
9. School Finance
10. Plant Maintenance
11. Contemporary Education
12. Research Methods
13. Comparative Education
14. Political Science
15. History of Education

Table VII on page eighteen shows the number of principals and the rating given by them to each of the courses of study. For ease in reading Table VII, the courses have been arranged in the order of importance based upon the composite scores.

Question 10:

Do you feel that the formal training of an administrator as it now stands sufficiently prepares a person for the principalship of the junior high school? Please comment on your answer. ☐ Yes ☐ No

Question ten gave the administrator a chance to comment on the preparation he received as an administrator. Table VIII on page nineteen shows that thirty-three per cent of the administrators felt that their formal training as an administrator was sufficient to prepare them for the principalship of the junior high school. Sixty-seven per cent of the administrators felt that their formal training did not sufficiently prepare them for the principalship of the junior high school.

The comments made by the principals centered on four general areas. The most repeated comment by the principals was that there was no substitute for experience as a principal on the junior high school level. The other three general areas commented on by the principals included teaching

TABLE VII

RATINGS BY JUNIOR HIGH SCHOOL PRINCIPALS AS TO THE
IMPORTANCE OF COURSES REQUIRED FOR CERTIFICATION
OF JUNIOR HIGH SCHOOL PRINCIPALS IN KANSAS

General Course Description	(Composite)	Rating Scale				
		Essential (5)	Valuable (4)	Some Value (3)	Little Value (2)	No Value (1)
1. Curriculum	(334)	54	14	1	2	1
2. Supervision of Instruction	(324)	55	12	4	0	1
3. Human Relations	(320)	45	15	11	1	0
4. Personnel Administration	(319)	46	13	11	2	0
5. School Organization	(302)	34	23	12	2	0
6. Psychology of Learning	(289)	23	30	14	2	3
7. School Law	(273)	20	26	18	7	1
8. Administrative Theory and Practice	(267)	10	37	21	3	0
9. School Finance	(265)	16	26	22	7	1
10. Plant Maintenance	(257)	10	28	27	7	0
11. Contemporary Education	(232)	7	30	28	6	1
12. Research Methods	(228)	8	18	29	13	3
13. Comparative Education	(203)	2	13	36	13	7
14. Political Science	(192)	2	10	33	18	7
15. History of Education	(187)	1	7	34	23	6

experience in the junior high school, preparation programs dealt too much with theory and not enough with practice, and seminars and institutes would be very helpful.

TABLE VIII

ATTITUDES OF KANSAS JUNIOR HIGH SCHOOL PRINCIPALS AS
TO THEIR FORMAL TRAINING FOR THE JUNIOR HIGH
SCHOOL PRINCIPALSHIP IN KANSAS

Question 10	Answers by seventy-three principals to Question 10	
	Number	Per cent
Do you feel that the formal training of an administrator as it now stands sufficiently prepares a person for the principalship of the junior high school?	<u>24</u> Yes <u>49</u> No	<u>33</u> Yes <u>67</u> No

Question 11:

Do you feel that there should be an outline of requirements for the junior high school principalship (in lieu of the present method of preparing the junior high school principal in either the elementary or the secondary school?

 Yes No

Question eleven was to determine the attitudes of the junior high principals toward offering requirements for administration on the junior high school level.

Table IX on page twenty shows that seventy-two principals replied to question eleven. Fifty-one (71%) favored an outline of requirements for the junior high school principalship and twenty-one (29%) did not favor an outline of requirements for the junior high school principalship.

TABLE IX

ATTITUDES OF KANSAS JUNIOR HIGH SCHOOL PRINCIPALS
TOWARD AN OUTLINE OF REQUIREMENTS FOR THE
JUNIOR HIGH SCHOOL PRINCIPALSHIP IN KANSAS

Question 11	Answers by seventy-two principals to Question 11	
	Number	Per cent
Do you feel that there should be an outline of requirements for the junior high school principalship (in lieu of the present method of preparing the junior high school principal in either the elementary or the secondary?)	51 Yes 21No	71 Yes 29No

Question 12:

Do you feel it would be beneficial for an administrator to periodically return to the classroom? ___Yes ___No

Table X shows that sixty-five per cent of the principals thought it would be beneficial for an administrator to periodically return to the classroom, and thirty-five per cent of the principals did not think it would be beneficial for an administrator to periodically return to the classroom.

TABLE X

ATTITUDES OF KANSAS JUNIOR HIGH SCHOOL PRINCIPALS
TOWARD THE ADMINISTRATOR PERIODICALLY
RETURNING TO THE CLASSROOM

Question 12	Answers to seventy-three principals to Question 12	
	Number	Per cent
Do you feel it would be beneficial for an administrator to periodically return to the classroom?	47 Yes 26No	65 Yes 35No

Question 13:

If your answer to question twelve was yes, how long of a period do you recommend?

Question twelve and question thirteen was to determine if the principals thought it important to return to the classroom for an extended length of time. The principals indicated periods of time from one class every year for a semester to one class for a semester every five years.

Question 14:

List any other areas that you think would help a person studying for the junior high school principalship (i.e. discipline of the student - scheduling of events).

Question fourteen provided the principals a chance to list those areas they felt necessary for a person preparing to become a junior high school principal.

The principals listed areas which were generalized in nine categories. The nine areas were (1) discipline (2) staff (3) finance (4) adolescent psychology (5) scheduling (6) extra class activities (7) extra curricular activities (8) public relations and (9) special education.

SUMMARY AND CONCLUSIONS

The junior high school has become a common part of the organizational structure of education in Kansas. Concern for well qualified administrators is quite strong among the junior high school principals. There are many junior high school principals who have unfavorable attitudes toward the preparation for the junior high school principalship.

Conclusions

Junior high school principals receive certification in either the elementary school or the secondary school. A majority of the respondents to

the questionnaire supported the plan of separately certifying principals in the junior high school. On the basis of the questionnaire it was concluded that the present method of preparing principals in Kansas was not sufficient for the principalship of the junior high school.

Another conclusion showed that the teaching-principal was not a common experience among Kansas junior high school principals.

Further conclusions revealed that the junior high school principal must perform various non-administrative duties in areas of supervision.

It was further concluded that junior high school principals are more likely to have prior administrative experience in the elementary school rather than the senior high school prior to becoming a junior high school principal.

It may also be concluded that if institutes were made available for supplementary training, junior high school principals would attend such institutes. Many respondents expressed desires that efforts should be made by institutions preparing persons for the principalship to spend less time on matters of theory and more time on practical matters of the principalship.

IMPLICATIONS

The State of Kansas, like many other states of the Union, has been confronted with the structural organization of the junior high school for some time. One could not begin to list the many problems facing the junior high school principal in the performance of his daily tasks. The basic starting point of any problem is defining the problem and then finding an acceptable solution to the problem. The problem of this research has been

defined as that of preparing the junior high school principal to meet the tasks he will be faced with as an administrator of a junior high school.

There are several methods that may be employed to bring about a suitable solution to the problem of preparing the principals to meet their daily tasks. Solutions need to be provided for junior high school principals in three basic areas: (1) initial preparation for becoming junior high school principals, (2) in-service education for principals who are currently administering the junior high schools, and (3) provision for those persons preparing for the principalship in either the senior high school or the elementary school, and who may, at some later time, become a junior high school principal.

The solutions for meeting the needs of those preparing for the junior high school principalship and for those preparing for the senior high school principalship or the elementary principalship may be combined into one program of preparation. The student preparing for the principalship could follow a three part program. Each part of the program would deal with a separate level of education (i.e. elementary, junior high, and senior high). The student should spend a significant amount of preparation time in the level in which he wishes to become a principal.

Courses taken by the person preparing to become a junior high school principal should include the following subject matter: (1) Curriculum, (2) Staff, (3) Finance, (4) Scheduling (organizations), (5) Adolescent psychology, (6) Special education, (7) Public relations, (8) Master scheduling, (9) Teaching on the level of principalship, and one year as an intern or vice-principal.

Solutions to meet the needs of principals currently certified and

administering a junior high school could be met by including institutes during the summer and seminars during the school term. Through the above methods the principal of the junior high school may become better prepared to administer the junior high school.

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APPENDIX

1. Indicate the number of years teaching experience (include the present year) you have in:

_____ elementary school, organized for grades K-8 or K-6.

_____ junior high school, organized for grades 7-8 or 7-9.

_____ junior-senior high school, organized for grades 7-12.

_____ senior high school organized for grades 10-12 or 9-12.

_____ other (specify) _____

_____ other (specify) _____

2. Are you currently a teaching-principal? ____yes ____no

3. If your answer to number two (2) is yes, give the number of classes you teach per day and answer the following statements:

_____ classes per day

Grade level _____

Subject area _____

Indicate other nonadministrative duties you must perform: (this is extremely important to the study)

a. _____

b. _____

c. _____

d. _____

4. Indicate the highest degree you now hold:

_____ Master's

_____ Doctor of Philosophy

_____ Doctor of Education

_____ Specialist (specify)

_____ Other _____

5. Specify the number of years of administrative experience you have (include the current year) as a(n):

<u> </u> elementary principal (K-6 or K-8)	<u> </u> assist. principal
<u> </u> junior high school principal (7-8 or 7-9)	<u> </u> assist. principal
<u> </u> junior-senior high school principal	<u> </u> assist. principal
<u> </u> senior high school principal	<u> </u> assist. principal
<u> </u> superintendent	<u> </u> assist. superint.
<u> </u> other (specify) _____	

6. If an institute for supplementary training of the junior high school principal were available to you, would you attend such an institute?

 yes no

7. If your answer to number six (6) is no, state your reason(s) for not choosing to attend. (use the reverse side of this page if necessary.)

8. Do you support the theory of an internship (limited to eight to ten weeks) for the beginning junior high principal?

 yes no

9. Express your opinion as to the importance of course requirements for the junior high school principal by indicating the following scale:
5 Essential 4 Valuable 3 Of Some Value 2 Little Value 1 No Value

<u> </u> Supervision of instruction	<u> </u> School finance
<u> </u> Personnel Administration	<u> </u> History of education
<u> </u> Human relations	<u> </u> Plant maintenance
<u> </u> Curriculum	<u> </u> Contemporary education
<u> </u> School organization	<u> </u> Research methods
<u> </u> Administrative theory and practice	<u> </u> Comparative education
<u> </u> Psychology of learning	<u> </u> Political Science
<u> </u> School law	<u> </u> Others (specify) _____

10. Do you feel that the formal training of an administrator, as it now stands, sufficiently prepares a person for the principalship of the junior high school?

___yes ___no

Please comment on your answer:

11. Do you feel that there should be an outline of requirements for the junior high school principalship (in lieu of the present methods of preparing the junior high school principal in either the elementary or the secondary school)?

___yes ___no

12. Do you feel it would be beneficial for an administrator to periodically return to the classroom?

___yes ___no

13. If your answer to number thirteen (13) is yes, how long of a period would you recommend?
-

14. List any other areas that you think would help a person studying for the junior high school principalship. (i.e. discipline of the student - scheduling of events)

AN ANALYSIS OF SELECTED KANSAS JUNIOR HIGH SCHOOL PRINCIPALS
CONCERNING THEIR PREPARATION FOR THE PRINCIPALSHIP OF
THE JUNIOR HIGH SCHOOL IN THE STATE OF KANSAS

by

STEVEN DOUGLAS BROWN

B. A., Washburn University, 1963

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

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MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
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The purposes of this study were to: (1) show the preparation of Kansas junior high school principals as revealed by a questionnaire; (2) discuss selected comments from the respondents to the questionnaire relating to their prior preparation and certification for the junior high school principalship; and (3) suggest possible subject areas of preparation for a prospective junior high school principal as suggested by respondents to the questionnaire.

For the study, ninety-eight questionnaires were distributed and seventy-three questionnaires were completed and returned by the junior high school principals.

It was found that sixty-nine per cent of the principals had teaching experience in the junior high school; fifty-five per cent of the principals had teaching experience in senior high school; and fifty-one per cent had teaching experience in the elementary school.

The questionnaire also revealed that seventy-nine per cent of the principals had prior administrative experience in the junior high school; forty-five per cent of the principals had administrative experience in the elementary school; and thirty-nine per cent of the principals had senior high administrative experience.

Seventy-five per cent of the junior high school principals favored an institute for supplementary training of the junior high school principal, and eighty-five per cent of the principals supported an internship program for the beginning junior high school principal.

Further findings showed that over sixty per cent of the junior high principals identified subject matter dealing with curriculum, supervision of instruction, personnel administration and human relations as essential

areas of study by students preparing to become junior high school principals. Less than ten per cent of the principals listed the subject matter areas of contemporary education, comparative education, political science and history of education as essential areas of study by students preparing to become junior high school principals.

Thirty-three per cent of the junior high school principals felt that the formal training of an administrator sufficiently prepared a person for the principalship of the junior high school, but sixty-seven per cent of the principals did not feel that the formal training of an administrator sufficiently prepared a person for the principalship of a junior high school.

Seventy-one per cent of the respondents favored an outline of requirements for the junior high school principalship.

The responding principals indicated that they felt it would be beneficial for an administrator to return to the classroom. There was considerable variety in the principals' opinions as to how often the principals should return to the classroom. The opinions varied from one class per day for the entire school term to one class for one semester every five years.

The principals listed eight course areas they felt necessary for a person preparing to become a junior high school principal. The eight areas included (1) Curriculum, (2) Staff, (3) Finance, (4) Scheduling of activities, (5) Adolescent psychology, (6) Discipline, (7) Special education, and (8) Public relations.

Conclusions showed that the junior high school principals in the State of Kansas did not feel that their formal training in administration was adequate for the principalship of the junior high school. The principals felt that junior high school principals could be better prepared if there

existed an outline of requirements specifically for the junior high school administrative certification, and current junior high school principals would gain considerable benefit from the establishment of seminars and institutes for supplementary training of the junior high school principal.