

**A REPORT ON THE SUBORDINATE ADMINISTRATOR IN KANSAS SCHOOLS--
HIS DUTIES AND RESPONSIBILITIES**

by 4589

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B. S., Kansas State Teachers College - Emporia, 1962

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements of the degree


MASTER OF SCIENCE

College of Education

**KANSAS STATE UNIVERSITY
Manhattan, Kansas**

1970

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INTRODUCTION

With the greatly increased complexity of the functions of secondary education has come an increasingly vast number of administrative problems which every principal is facing at the present time or will be facing sooner or later. This is particularly true in the larger schools and urban areas. A trend over the last two or three decades has been to break down these administrative responsibilities and grant the principals the authority to delegate many of the administrative problems to subordinates.

The position of the subordinate administrator has emerged in answer to an urgent need. The average supervising principal in the secondary schools spends eight and nine hours a day at school. In this time, it is impossible for him to be more than a high-priced clerk.¹ In order to free the principal from his many routine duties, he has been provided with subordinates capable of handling administrative responsibility. These subordinates have various titles. They may be called assistant principal, vice principal, administrative assistant, dean of students or even counselor-administrator. Some of these individuals handle classroom teaching assignments and assume their administrative role only in the absences of the principal. Others have one-half day teaching assignments and one-half day administrative assignments. Much of this, of course, depends on the size of the school.

The duties assigned the subordinate administrator also depends upon the administrative philosophy. Many times one individual is handed all the tasks his superior does not feel like doing--really giving no recognizable

¹Richard K. Bent and Lloyd E. McMann, Administration of Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1960), p. 32.

job description to the subordinate, and leaving him with the appearance of nothing more than a high-priced clerk. Richard Jarrett stated, "too many times the duties of the assistant principal are delegated on the basis of expedience rather than sound principles of organization and personal administration."²

Importance of the Study

What is the role of the subordinate administrator? Very little research has been conducted in the state of Kansas concerning his responsibilities. Jarrett stated, "The position of the assistant-principal in the American secondary school, has evolved over the past half-century without an adequate sense of direction or underlying philosophy."³ Having worked for two years as a subordinate administrator--one year in the position "administrative assistant" and one year with the title, "assistant principal," this writer is still vague and uncertain about his specific duties, responsibilities, and authority. In conversations with others, who held subordinate positions, it seemed they also felt their duties were not formalized and certain. Most could agree to some general administrative duties, but it was generally agreed that many of the duties assigned were those the principal just wanted to "get out from under."

²Richard Jarrett, "The Activities of the Assistant Principal in the Public Schools of Minnesota," The Bulletin of the National Association of Secondary School Principals (September, 1958), p. 28.

³Ibid., p. 29.

Statement of the Problem

The primary objectives of this report were to (1) determine the actual duties and responsibilities of the subordinate administrator, as defined by his immediate superior, and (2) provide a basis for the development of direction of various subordinate positions in the administrative hierarchy of secondary schools in the state of Kansas.

Limitations of the Study

This study was planned to be a survey of all the public senior high schools of Kansas with a student population of 300 or more. It is important to keep this in mind when reading this report and the results of the survey. The results cannot be applied to each individual public high school that participated and certainly not to every individual public school in Kansas.

Definition of the Terms Used

A brief definition of subordinate administrator is given to clarify the writer's usage of the term--both in the report title and throughout the context of the report.

There is little agreement as to the title afforded the person or persons next in authority to the principal. Therefore, in lieu of using the many different title designations such as assistant principal, vice-principal, administrative-assistant, etc., interchangeably, it was decided to use only one term, where possible, to mean "the person or persons next in authority to the principal."

REVIEW OF THE LITERATURE

There has been little written concerning the subordinate administrator, when compared to other areas of education. Little was written before 1953 and little has been written since 1965. There was a period of great interest and concern from the early 50's through the middle 60's. Generally what was written was concerned with situations in large schools located in the Eastern, Middle Atlantic, and West Coast states. A review of the indexes and references failed to disclose any subject matter written about the subordinate administrator in Kansas.

Most of the literature for this report was obtained from the periodical, The Bulletin of the National Association of Secondary School Principals. A comparison of the results of surveys given in the literature shows a striking similarity in the many duties assigned to the subordinate administrator. The writer could see some probable trends in regard to the subordinate's role. There is a trend toward a desire for greater similarity of duties in the position. This was a major conclusion of several studies. A change in the nature of the duties is also in evidence. The original clerical and disciplinary responsibilities are giving way to some general organizational, administrative and supervisory duties. There is, none-the-less, still a great deal of variance in the nature of the position. With the increased complexity of the administrative role and as more assistance is added there has to be a reconsideration of the subordinate administrator's role in the total administrative functions of the secondary schools.

In New Jersey, Edward Pfeffer sent a questionnaire to all the vice-principals; and reports of 143 are summarized by Pfeffer. From 28 specific

duties he found the vice-principals to have major responsibility for six duties relating mainly to pupil personnel. The six duties considered most important, according to Pfeffer were:

1. Supervision of pupils' hall conduct outside the classroom.
2. Working with pupils who are truant or tardy.
3. Personal interviews in the office for misconduct.
4. Parent conferences.
5. Teacher-administrator conferences concerning pupils.
6. Excusing pupils from class.⁴

Richard Jarrett in assessing the duties of the assistant-principal sent questionnaires to 116 Los Angeles vice-principals, 23 assistant-principals in other large cities and 10 specialists in school administration. He concluded the following major areas should be delegated to assistants:

1. Curriculum and instruction.
2. Student activities.
3. Student services.
4. School management.
5. Community relations.
6. Professional and in-service training.⁵

It was the opinion of Bertram Holland that, "by far the most likely area to be delegated to administrative assistants is the handling of student

⁴Edward I. Pfeffer, "Duties of Vice-Principals in New Jersey," The Bulletin of the National Association of Secondary School Principals, (May, 1955), p. 58.

⁵Jarrett, Op. Cit., pp. 28-32.

discipline."⁶ Other routine duties that Holland listed were:

1. Planning and revision of existing procedures.
2. Development of new procedures.
3. Building management--fire drills, lunchroom passing, etc.
4. Extracurricular activities involving student government.
5. Administration of custodial and secretarial services.⁷

Howard Bolden sent questionnaires to high school assistant-principals in cities with populations of 500,000 to one million, and drew the following conclusions:

1. The duties and responsibilities that related generally to the over-all direction of the school, administration of personnel, and administration of health and guidance services should be assigned to the assistant-principal.
2. The supervisory duties and responsibilities relating to professional and pupil personnel, instruction, and guidance were the types of supervisory activities most appropriate for allocation to the assistant-principal.
3. The assistant-principals approved of those clerical duties and responsibilities which contributed directly to the control, attendance, and educational programs of pupils.⁸

All the preceding surveys indicate that the position of subordinate administrator has become a very vital and indispensable part of administration. The findings and results of the surveys by Pfeffer, Jarrett, and Bolden are basically the same and quite comprehensive. The results of a

⁶Bertram H. Holland, "The Principal and His Administrative Team," The Bulletin of the National Association of Secondary School Principals, (November, 1968), p. 58.

⁷Ibid.

⁸Howard Bolden, "Attitudes of High School Assistant-Principals Toward Their Duties and Responsibilities," The Bulletin of the National Association of Secondary School Principals, (November, 1956), pp. 20-25.

questionnaire by George Weiss which was sent out in the Middle Atlantic states probably stated the duties the simplest and most realistically. Weiss showed the following as the top ten duties regularly performed by the assistant-principal in rank order:

1. Running the school in the absence of the principal.
2. Developing school philosophy.
3. Preparing administrative bulletins.
4. Counseling with pupils.
5. Representing the school at community functions in lieu of the principal.
6. Parent conferences regarding pupil adjustment.
7. Pupil discipline.
8. Developing school standards.
9. Conducting teachers' meetings.
10. Parent conferences regarding pupil discipline.⁹

Weiss listed many other duties, but the preceding duties were the ones listed as the top ten, according to eighty-five per cent of the sixty-six questionnaires that were returned and used in completing his findings.

Concerning administrator-pupil ratios; the literature reviewed did not provide a great deal of information. There appears to be two types of information dealing with ratios. First, actual ratios found to exist and second, recommended ratios. A study by William Wright, in 1939, showed a ratio of one assistant to 1,903 students.¹⁰ Rappoport, in a 1962 study

⁹George A. Weiss, "The Duties of the Secondary School Vice-Principal," The Bulletin of the National Association of Secondary School Principals, (December, 1953), pp. 109-117.

¹⁰William Albert Earl Wright, "Educational and Vocational Histories of Vice and Assistant Principals in Senior High Schools," School and Society, (April, 1939), pp. 553-556.

conducted in New York State, reports a trend toward hiring one assistant for 850 students and two assistants for 1,600 students.¹¹ Holland stated, "my personal rule of thumb is one full-time assistant for each 500 students enrolled or fraction thereof, regardless of the other personnel available in the school."¹² According to Brandes, "the number of administrators needed is determined variously by wealth of the district, program of services attempted, size of the school and physical make-up of school plant."¹³ The information obtained, concerning ratios, tends to indicate a one to approximately 500 ratio; as a general rule.

There is little agreement as to the title which should be used to designate the subordinate administrator. Two titles appeared to be used most often--assistant-principal and vice-principal. Other titles encountered in the readings were administrative assistant, associate principal, dean of students, and director of student activities.

Most of the studies reviewed included some information as to the necessary educational and experiential background requirements necessary for the position of assistant principal. In Wright's study of 1939 he indicated thirty-five per cent of the assistant principals held Bachelor's Degrees, with sixty-two per cent holding Master's Degrees and only sixteen per cent had previous administrative experience.¹⁴ Charles Long conducted a survey of

¹¹Henry Rappoport, "The Assistant Principal," Overview, (July, 1962), p. 14.

¹²Holland, Op. Cit., p. 56.

¹³Louis G. Brandes, "The Position of the Subordinate Administrator in the Secondary School," The Bulletin of the National Association of Secondary School Principals, (May, 1956), pp. 46-52.

¹⁴Wright, Op. Cit., pp. 553-556.

355 assistant principals in New York State in 1952 and found that eighty-four per cent of those surveyed held a Master's Degree.¹⁵ With the increased responsibilities for curriculum and instruction, many feel that the assistant principal's qualifications should be second only to the principal. Weiss suggested that the training required should nearly equal the principal's, but the experience might be considerably less.¹⁶

The literature reviewed indicated certain trends with regard to the subordinate administrator's position. According to Gilbert, the original clerical and disciplinary responsibilities are giving way to general organizational, administrative, and supervisory duties.¹⁷ "There is a trend," stated Pfeffer, "toward greater similarity of duties in the position."¹⁸ This writer found that to be a major conclusion in much of the literature. There is, however, still a great deal of difference in the nature of the position. Bent and McCann brought out two areas of differences--the small high school, with the assistant-principal who might be a full-time teacher assuming his administrative duties only when the principal is absent or, the assistant-principal who might be highly trained in a particular area; such as student activities, curriculum, or counseling.¹⁹ Wright's 1939 survey

¹⁵Charles M. Long, "Duties of Secondary School Vice Principals," The Bulletin of the National Association of Secondary School Principals, (February, 1957), p. 36.

¹⁶Weiss, Op. Cit., p. 109-117.

¹⁷Samuel G. Gilbert, "On Being an Assistant-Principal," Clearing House, (March, 1957), p. 423.

¹⁸Pfeffer, Op. Cit., p. 57.

¹⁹Bent and McCann, Op. Cit., p. 33.

showed thirty-nine per cent of the assistant-principals had teaching duties.²⁰ Surveys conducted in later years made very little mention of the teaching administrator.

No statistical data was given in any of the literature concerning the subordinate administrator's salary. Brief mention was made in several articles that his salary should be above that of the teacher who might have comparable service and training.

"The position of the assistant-principal has evolved without an adequate philosophical basis and without adequate direction," stated Pfeffer in his article.²¹ It is apparent that the need for the subordinate administrator has been created due to increased responsibilities of the principal. Most of the writers agreed upon this need; especially in the larger schools. "The position of assistant-principal," according to Jarrett, "has come about in much the same manner that the principal emerged during the nineteenth century."²² Barrett gives the following five reasons for employing an assistant-principal:

1. The position provides a training opportunity for a future school principal.
2. The position relieves the principal and thus provides him with more time for his more important duties.
3. The position provides an additional facility for contact and communication with parents, students, and teachers.
4. The position provides for more effective supervision of the entire school.

²⁰Wright, Op. Cit., pp. 553-556.

²¹Pfeffer, Op. Cit., p. 57.

²²Jarrett, Op. Cit., p. 28.

5. The position increases the scope of administrative activities.²³

The role of the subordinate administrator in the secondary school has grown in stature. This is a position of growing importance. The handling of this job not only determines the principal's success, but also, in good part, the success of the school. Through a better understanding of his roles in his position and the human relations implication within each role, he will become more effective in achieving better education.

PROCEDURES USED

The sources of information for this report were twofold: one, a questionnaire was sent to 82 senior high school principals throughout the state, and a second source was the duties of the subordinate administrator as presented in professional literature.

The survey questionnaire was the major source of information. Eighty-two questionnaires pertaining to supervisory, administrative, clerical and miscellaneous duties was distributed to all public high schools of 300 pupil-population or more. These schools were all members of the Kansas State High School Activities Association and in the 5A-4A classification and thirty-four schools of the 3A classification.

Table 1 gives a breakdown of the high schools in Kansas, by pupil population, according to the Kansas State High School Activities Association.

²³Thomas K. Barrett, "Assistant Principals," American School Board Journal, (April, 1955), p. 56.

TABLE 1. CLASSIFICATION OF HIGH SCHOOLS IN KANSAS ACCORDING TO PUPIL POPULATION. SOURCE: KSHSAA MEMBERSHIP DIRECTORY

Class	Pupil population Range	Number of schools
5A	2581 - 1656	16
4A	1632 - 616	32
3A	612 - 229	64
2A	228 - 110	128
1A	109 - 20	183

Wichita Southeast 2581--Isabel 20

This questionnaire and cover letter (Appendix) were directed to the principals of the schools. It was broken down into three sections. The first section pertained to questions of a general nature--pupil population, number of teachers, subordinate administrators' titles, number of subordinates, length of contracts, educational background, and teaching experience. The second section was a list of forty-two specific duties. The principals were asked to check those duties performed by their subordinates. In the third section the principals were asked to indicate in rank order those duties, performed by their subordinates, they felt were the most important.

All the questions were constructed so they could be answered briefly and completely and according to the principals' own beliefs. All of the principals who answered the questionnaire were certified administrators with subordinates to assist them. Those without subordinates were directed to return the questionnaire unanswered.

In developing the questionnaire, the following areas were given specific attention:

1. Pupil-teacher ratios.
2. Pupil-administrator ratios.
3. Classroom responsibilities of subordinates.
4. The titles of the immediate and subsequent subordinates to the principal.
5. Educational background of the subordinates.
6. Length of contracts.
7. Duties and responsibilities of the subordinate administrators.

ANALYSIS OF RESULTS

In the review of the literature, it was the consensus of most of the writers that the position of the subordinate administrator developed without an adequate sense of direction or underlying philosophy. However, it was noted that considerable growth in stature has occurred for the assistant principalship.²⁴ There are two general changes that are occurring in the position; as evidenced by the readings--first, the scope of the subordinates' activities seems to be broadening and second, there tends to be greater agreement as to the major responsibilities of the position. The results of this writer's survey seem to concur with the preceding statement.

The responses of all the Kansas administrators participating in the survey, indicate that the three major areas of responsibilities of their subordinates, in rank order, are: one, running the school in the absences of the principal; two, pupil discipline; and three, parent conferences concerning pupil discipline.

The results of the questionnaire polling are given in Table 2.

²⁴Rappoport, Op. Cit., p. 14.

TABLE 2. POLLING RESULTS

	Frequency	: Per cent
Questionnaires mailed.	82	100
Questionnaires returned.	56	68.4
Questionnaires returned answered	50	60.8
Questionnaires returned unanswered because they had no subordinate administrator. . .	6	7.1

Table 3 shows the ten duties performed most often by the subordinate administrators, according to the principals who returned answered questionnaires.

TABLE 3. DUTIES PERFORMED BY SUBORDINATE ADMINISTRATORS
ACCORDING TO THEIR PRINCIPALS

	Frequency	: Per cent : of total
Running the school in the absence of the principal	50	100
Pupil discipline.	46	92
Parent conferences concerning pupil discipline.	44	88
Attendance.	43	86
Student control at athletic events.	40	80
Supervision of school parties	34	68
Responsible for KSHSAA reports.	24	48
Responsible for faculty supervision at athletic events	23	46
Responsible for athletic financial management .	22	47
Enrollment.	20	40

Running the School in the Absence of the Principal. One hundred per cent of the principals, answering the questionnaire, agreed this job was performed by all their subordinates.

Pupil Discipline. Forty-six of the fifty principals who answered the questionnaire, had their subordinates handling student discipline. Four

principals did not indicate pupil discipline as a subordinate responsibility. Of the preceding four, two of them fell into the group of schools with a pupil population of 300-500 and one fell into the 500-600 group. The fourth was in the over 1200 students group. Thirty-seven of the forty-six indicated pupil discipline to be a shared duty with the principal or some other subordinate of the principal.

Parent Conferences Concerning Pupil Discipline. Forty-four of fifty principals indicated that their subordinates had this duty to perform. In some cases there was an indication that this was a shared duty.

In 1958, George Madelen conducted a similar survey and at this time he also found the preceding three, in the same rank order, as duties performed by subordinate administrators.²⁵

Attendance. Forty-three of the fifty principals responding to the questions indicated that their subordinates handled some of the attendance problems of their schools. Some indicated this to be a shared duty and in some cases it was indicated to be handled by someone other than the administrative staff--such as a special director of attendance--usually a secretary.

Student Control at Athletic Events. Eighty per cent of the principals indicated this to be a duty, of importance, performed by their subordinates. Literature reviewed listed this duty under the general heading, "supervision of extra-curricular activities."²⁶ This author felt that heading to be too broad and therefore broke it down into three classifications--student control

²⁵George Madelen, "A Study of the Duties of the Vice-Principal in the Secondary Schools in Kansas," (unpublished Master's report, Kansas State University, 1958), p. 8.

²⁶Ibid., p. 11.

at athletic events, student supervision at assembly programs, and supervision of student parties.

Supervision of School Parties. Sixty-eight per cent of the principals indicated this as a duty of the subordinate administrator.

Responsible for KSHSAA Reports. Twenty-four of the fifty principals indicated this to be one of the duties most often performed by the subordinate administrators. This writer felt there may have been some confusion here in defining the athletic director as a member of the administrative team. Three principals indicated they did not consider their athletic director as being an administrator. Two principals indicated they had secretaries who took care of this clerical duty for them.

Responsible for Faculty Supervision at Athletic Events. This response was poorly worded and perhaps caused some misunderstanding. It was meant to indicate the responsibility for assigning faculty supervision at athletic events. The question did draw a forty-six per cent response with twenty-three principals checking it. Seven principals indicated this to be the responsibility of the athletic director and three again indicated the athletic director was not counted among the administrative staff.

Responsible for Athletic Financial Management. Twenty-two subordinates perform this duty. Of this twenty-two, seven principals indicated this to be the responsibility of their athletic director with fifteen indicating the duty to be performed by the "assistant principal." Some principals indicated they were responsible for this duty.

Enrollment. This drew a forty per cent return on the questionnaire. Twenty principals checked this item with eight who indicated counselor responsibility and twelve giving the responsibility to the "assistant

principal." Three of the eight who indicated counselor responsibility also indicated that counselors were not considered as subordinate administrators.

An attempt was made, in the questionnaire, not only to identify the duties performed by the subordinate administrators, but to also identify, in rank order, the duties the principals felt should be the ten most important duties of the subordinate administrators. The principals were asked to choose the ten most important duties, and number them, according to their importance, starting with number one for their choice of the top duty, two for second choice, and so on through number ten. In order to get a ranking, the author then gave ten points for each first place vote, nine for second, eight for third, and so on. From this tabulation, Table 4 was constructed to show the rank order of duties the principals felt were the most important performed by their subordinates.

TABLE 4. THE TEN DUTIES IN RANK ORDER
PRINCIPALS FELT MOST IMPORTANT

Duties	Frequency	Rating points
Pupil discipline	44	381
Parent conferences concerning pupil discipline	37	270
Attendance	35	257
Running the school in the absence of principal	34	216
Scheduling of athletic events (contracts, meals, etc.)	29	175
Maintaining master calendar.	22	146
Responsible for student control at athletic events	29	137
Scheduling of instructional program (master schedule).	14	118
Teacher evaluation	16	109
Enrollment	24	100

Pupil Discipline. Although "running the school in the absence of the principal," was selected by the principals as a duty to be performed by all subordinates, pupil discipline was indicated as the duty believed to be the most important of subordinate duties. Twenty principals ranked it as number

one with ten ranking it second. Forty-four of fifty principals rated it in the top ten duties.

Parent Conferences Concerning Pupil Discipline. This duty was ranked by thirty-seven principals with only two ranking it number one but eleven ranked it in second place. It was ranked heavily from second to sixth place.

Attendance. Close behind parent conference comes attendance; and it was the feeling of some principals that attendance and pupil discipline can not be separated. Seven principals ranked this as the number one duty with seven ranking it second.

Running the School in the Absence of the Principal. One hundred per cent of the principals answering the questionnaire indicated this was a duty performed by the subordinate administrator. Sixty-eight per cent, or thirty-four of the principals ranked this as third in importance of duties.

Scheduling of Athletic Events (contracts, meals, transportation, etc.) This duty ranked fifth with twenty-nine principals ranking it between second and ninth places.

Maintaining Master Calendar. This duty was selected fifth with four principals selecting it as the top duty.

Responsible for Student Control at Athletic Events. Ranking seventh with twenty-nine principals selecting it, this duty did not receive any first place votes, but was generally ranked from third to eighth place.

Scheduling of Instructional Program (master schedule). This area, generally believed to be a major job of the principal, received enough votes to put it into the top ten duties of subordinates. This would indicate a significant change in thinking over the past twelve years. Twelve principals rated this from first to fourth.

Teacher Evaluation. Nine principals rated this from first to fourth. This area also has been traditionally the responsibility of the chief educational leader, but this recent survey would indicate a change in thinking.

Enrollment. Twenty-four principals selected this item with only one rating it as the top duty. It was generally ranked from sixth to tenth place. This high vote may also reflect some confusion due to the wording of the questionnaire--which has counselors listed as an administrator.

There was one thing here the author felt may be of significant importance to show some changes in the administrative thinking. In Madelen's survey in 1958 he ranked the top ten duties of vice principals in Kansas and compared them to the top ten duties of vice principals in the Middle Atlantic states. At that time, scheduling of instructional programs, teacher evaluation, and enrollment were not among the top duties. This writer feels there is a trend indicated, to include the subordinate administrator in more of the total educational program.

In order to obtain additional information, concerning the subordinate administrator in Kansas schools, the following questions were asked:

1. "Number of students in the high school," and "what is the administration breakdown." This was an attempt to identify pupil - administrator ratios. Table 5 shows the pupil population and the number of responses received in each group by principal - subordinate breakdown.

TABLE 5. ADMINISTRATOR-PUPIL RATIO BASED ON QUESTIONS
1 AND 3 OF QUESTIONNAIRE. (APPENDIX)

Pupil Population	Principal- 1 assistant	Principal- 2 assistants	Principal- 3 assistants	*Principal- other
300- 400	4			
401- 500	3			
501- 600	9			2-1/2 time
601- 700		3		
701- 800			1	
801- 900			1	
901-1000			5	
1001-1200		2	7	2
over 1200				5

*Other here would be more than three assistants such as, principal-3 assistants and counselors, etc., or one school had two half-time assistants.

In the over 1200 group, the breakdowns included: principal-three assistants; principal-one assistant and two vice principals; principal and four vice principals. These were generally in the schools with student population over 1500.

Table 5 does not include the six school principals who returned their questionnaires unanswered. All six of these schools were in the three to five hundred groupings, and had no subordinate administrators. In analyzing this table a trend is indicated here which concurs with much of the reviewed literature. That trend, as indicated on page 8, is one subordinate administrator for each five hundred students.

2. "The subordinate administrator in your school has: no classroom responsibilities or has some classroom responsibilities." Of the fifty-six questionnaires returned fifty answered this question as follows:

TABLE 6. STUDENT POPULATION AS RELATED TO
CLASSROOM RESPONSIBILITIES

Student population	Has some classroom responsibilities	Has no classroom responsibilities
300- 400	4	1
401- 500	3	1
501- 600	8	2
601- 700		3
701- 800		7
801- 900		2
901-1000		4
1001-1200		10
over 1200		5

In Table 6 we find a point at which the subordinate no longer is given any classroom responsibilities. From schools of three hundred students up to six hundred students the indication is that the subordinates are required to have some classroom responsibility. In those schools with a population over 600, the subordinate administrator relinquishes any classroom or teaching responsibilities and devotes his full time to administration.

3. "The subordinate administrators in your school have the title of: Assistant Principal, Vice Principal; Dean of Students; Athletic Director; Counselor-Administrator; other." Fifty principals having subordinates responded to this question. Assistant principal was the title most commonly used with vice principal being next. Only one school indicated that it had subordinates with the title, Dean of Students.

TABLE 7. TITLES OF SUBORDINATE ADMINISTRATORS

Titles	Frequency
Assistant principal	30
Vice principal	15
Associate principal	2
Administrative assistant.	1
Dean of students - boys	1
Dean of students - girls.	1
Athletic director	7
Counselor	10
Director of activities.	1

4. "Do your subordinates all have Master's Degrees and do you feel they should." One hundred per cent of the fifty principals felt that their subordinate administrators should have a Master's Degree.

5. "Do your subordinates all have public school teaching experience?" Here too, 100 per cent responded with a "yes" answer and all felt this to be a necessity.

6. "The contracts for subordinate administrators in your school are: 9 months; 10 months; 11 months; 12 months; 190 days; 200 days; 210 days; 220 days; other. Forty percent of the fifty principals responding indicated that ten month contracts were given to their subordinates. The closest figure to this was 18 per cent who indicated 11 month contracts.

TABLE 8. LENGTH OF CONTRACTS FOR SUBORDINATES

Length of contract		Frequency
9	months	1
9 1/2	months	1
10	months	20
10 1/2	months	1
11	months	9
12	months	4
185	days	1
190	days	1
200	days	2
210	days	2
220	days	3
228	days	1

SUMMARY OF FINDINGS

In analyzing the results of the questionnaire the following are indicated with respect to the subordinate administrators in Kansas.

1. Running the school in the absence of the principal is the job expected of all subordinates.
2. The duty believed to be the most important one performed by subordinate administrators is pupil discipline.
3. There is a trend of one subordinate administrator for each 500 students.
4. Subordinate administrators in schools with a pupil population of 600 or less can generally expect some classroom teaching responsibility.
5. The title most commonly used to recognize the subordinate administrator was "Assistant Principal."
6. All subordinate administrators have Master's Degrees and are expected to have them.
7. All subordinate administrators have public school teaching experience, and should have, to hold their position.
8. The contracts for the subordinate administrators were found to be of varying lengths with 10 month contracts being most common.

CONCLUSIONS

The responses of the principals participating in the survey-questionnaire indicated that, other than the three areas of pupil discipline, attendance, and parent conferences concerning pupil discipline, there was a wide variety of mechanical and clerical duties and responsibilities delegated to the subordinate administrator.

Further conclusions based on the reviewed literature indicate that an effort should be made to balance the subordinate administrator's responsibilities with other duties which go beyond the mechanical and clerical detail.

He should be given the opportunity to become involved in the improvement of instruction and curriculum, public relations, and other areas that require some real educational leadership. He should be given the opportunity to involve himself in situations which will lead to his professional growth. This is necessary because of a number of reasons:

1. It will provide him with an opportunity for experience in areas necessary to him if he assumes a principalship.
2. It provides a more balanced image to students, parents and staff.
3. It will give him an opportunity to be looked upon as an educator and not merely as a symbol of authority who handles all the routine details. This is important to provide him with the staff's respect as an educational leader.
4. The position itself would become more attractive since it would involve duties more directly related to education and balance off those duties which are routine and often downright unpleasant.
5. It should help to improve the self-image and make the subordinate administrator a more concentrated and efficient member of the administrative team.

RECOMMENDATIONS

It is generally understood that the principal is the school's educational leader and should be recognized as such. However, the responsibilities of his position have become so all-embracing and time-consuming, that he should welcome the opportunity to involve his subordinates in some of the more vital functions of improvement of instruction, curriculum and any other areas that require real educational leadership.

From the findings of the questionnaire and the literature reviewed this author recommends the following:

1. If there is to be an individual who is responsible for discipline, then let this be his major duty and let him be recognized as the "disciplinarian."

2. The title designation of the person next in authority to the principal should be standardized as assistant principal. All subsequent subordinate titles will depend upon the nature of their responsibilities.

3. Let the position of subordinate administrator be recognized as an internship for the principalship. This should become a requirement.

4. The State should require each school to provide one assistant for each 500 students with a minimum of two assistants when enrollments reach 1100 and a minimum of three assistants for enrollments of 2100.

5. The immediate subordinate should be hired on no less than an 11 month contract.

6. The following major areas should be delegated to subordinates as the principal sees a need: curriculum and instruction, student activities and teacher evaluation.

7. Academic requirements for the subordinate position should be the same as those for the principalship.

All of the preceding recommendations were meant to provide a more effective administration of the school programs and many of them will be determined variously by the wealth of the individual school districts, programs attempted, size of the school and the philosophy of the chief administrators.

ACKNOWLEDGMENTS

Appreciation is expressed to Dr. Charles Peccolo, major advisor, College of Education, for his valuable guidance and knowledge in directing this report and to the many secondary school principals who responded to the request for information. Special appreciation is due the writer's wife, Ann, and their two children who patiently gave up five summers of vacations.

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APPENDIX

2708 Leslie Lane
Manhattan, Kansas 66502

Dear Sir:

The attached questionnaire is an effort to define the philosophy, the requirements, the duties, and the title of the subordinate administrator in Kansas schools.

This survey is being conducted under the guidance of Dr. Charles Peccolo, Associate Professor of Education, Kansas State University; and its results will be used in completing a Master's Report for the Graduate School at Kansas State University.

In conducting this survey we are particularly desirous of obtaining your responses because you are in the best position to provide us with the needed information.

We hope the results of this survey will help to provide preliminary criteria for developing job descriptions, requirements, and some information on the status of the subordinate administrator.

It will be appreciated if you will complete the questionnaire prior to June 22, and return it in the stamped envelope which is enclosed. Other phases of the problem cannot be completed until we have a complete analysis of the questionnaire data.

We would be pleased to send you a summary of the questionnaire results if you desire them. Just print your name and address at the bottom of this letter and return it with the questionnaire.

Sincerely yours,

Phillip E. Johnston

PEJ:H

**A SURVEY OF DUTIES OF THE SUBORDINATE ADMINISTRATOR IN THE
SENIOR HIGH SCHOOLS OF KANSAS**

Name of School _____

Address _____

☐

I do not have a subordinate administrator; therefore, I am
returning your questionnaire unanswered.

**General Information
(Check only those that apply)**

1. Number of students in high school:

- | | | |
|--|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Less than 100 | <input type="checkbox"/> 400 - 500 | <input type="checkbox"/> 800 - 900 |
| <input type="checkbox"/> 100 - 200 | <input type="checkbox"/> 500 - 600 | <input type="checkbox"/> 900 - 1000 |
| <input type="checkbox"/> 200 - 300 | <input type="checkbox"/> 600 - 700 | <input type="checkbox"/> 1000 - 1200 |
| <input type="checkbox"/> 300 - 400 | <input type="checkbox"/> 700 - 800 | <input type="checkbox"/> _____ |

2. Number of teachers in high school _____.

3. Administration breakdown consists of:

- | | |
|---|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Principal-counselor asst. |
| <input type="checkbox"/> Principal-one asst. | <input type="checkbox"/> Principal-two counselors |
| <input type="checkbox"/> Principal-two assts. | <input type="checkbox"/> Principal _____ |

4. The subordinate administrator in your school has:

- ☐ No classroom responsibilities (teaches no classes).
- ☐ Some classroom responsibilities.
They are: _____
- _____

**5. The subordinate administrators in your school have the title of:
(If more than one subordinate; indicate by checking titles.)**

- | | |
|--|--|
| <input type="checkbox"/> Assistant Principal | <input type="checkbox"/> Athletic Director |
| <input type="checkbox"/> Vice Principal | <input type="checkbox"/> Counselor Administrator |
| <input type="checkbox"/> Dean of Students | <input type="checkbox"/> Other _____ |

6. Do your subordinates all have Master's Degrees? Yes ____ No ____
If no, do you feel they should? Yes ____ No ____
7. Do your subordinates all have public school teaching experience?
Yes ____ No ____ If no, do you feel they should? Yes ____ No ____
8. Does your subordinate have other than public school teaching experience?
Yes ____ No ____ If yes, what other: _____
9. The subordinate administrators in your school all have contracts of
varying lengths _____; same lengths _____.
10. The contracts for subordinate administrators are:
- | | |
|------------------------------------|--|
| <input type="checkbox"/> 9 months | <input type="checkbox"/> 190 days |
| <input type="checkbox"/> 10 months | <input type="checkbox"/> 200 days |
| <input type="checkbox"/> 11 months | <input type="checkbox"/> 210 days |
| <input type="checkbox"/> 12 months | <input type="checkbox"/> 220 days |
| | <input type="checkbox"/> _____ (other) |

DUTIES OF THE SUBORDINATE ADMINISTRATOR

The following is a list of duties that may or may not be performed by your assistant. Check only those that he does perform. If you have more than one assistant, indicate who performs the duties by applying the following symbols: AD - Athletic Director; AP - Assistant Principal; VP - Vice Principal; DS - Dean of Students; CS - Counselors; OT - Other.

- ____ 1. Maintains master calendar.
- ____ 2. Responsible for weekly or monthly administrative bulletin to the staff.
- ____ 3. Pupil discipline.
- ____ 4. Parent conferences concerning pupil discipline.
- ____ 5. Running the school in the absences of the principal.
- ____ 6. Attendance
- ____ 7. Prepares reports to central office.
- ____ 8. Responsible for student control at athletic events.
- ____ 9. Supervision and details of commencement.
- ____ 10. Sponsorship of student council.
- ____ 11. Responsible for K.S.H.S.A.A. reports.
- ____ 12. Responsible for supervision of out of town athletic events.
- ____ 13. Responsible for substitute teachers.
- ____ 14. Lunchroom and noon supervision.
- ____ 15. Coordinates community use of school plant.
- ____ 16. Selection, scheduling and supervision of assembly programs.
- ____ 17. Supervision of school parties.

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- _____ 18. Responsible for development of interest clubs and organizations.
- _____ 19. Responsible for selection of club sponsors.
- _____ 20. Sponsorship of senior class.
- _____ 21. Handles in-service training of club advisors and sponsors.
- _____ 22. Direction of public relations (news releases, etc.).
- _____ 23. Coordination of field trips.
- _____ 24. Responsible for club and organization finances.
- _____ 25. Scheduling of athletics (contracts, officials, meals, etc.).
- _____ 26. Supervision of office force.
- _____ 27. Responsible for athletic financial management.
- _____ 28. Organization of curricula.
- _____ 29. Scheduling of instructional program (master schedule).
- _____ 30. Teacher evaluation.
- _____ 31. Teacher supervision.
- _____ 32. Student-teacher orientation and supervision.
- _____ 33. Enrollment.
- _____ 34. Student Handbooks.
- _____ 35. Poster and bulletin board control.
- _____ 36. Ordering and purchasing of supplies.
- _____ 37. Textbook rental control.
- _____ 38. Inventories.
- _____ 39. Staff meetings.
- _____ 40. Fund raising projects.
- _____ 41. Responsible for faculty supervision at athletic events.
- _____ 42. Handles senior cap and gown ordering.

The following is the list you just completed. I would like for you to select the ten duties you feel are the most important. Start with number 1 for your choice as the most important, and then go to number 2, then 3, and so on until you have selected ten. Be sure to select only those that you checked in the preceding list.

- _____ Maintains master calendar.
- _____ Responsible for a weekly or monthly administrative bulletin to the staff.
- _____ Pupil discipline.
- _____ Parent conferences concerning pupil discipline.
- _____ Running the school in the absences of the principal.
- _____ Attendance.
- _____ Prepared reports to central office.
- _____ Responsible for student control at athletic events.
- _____ Supervision and details of commencement.
- _____ Sponsorship of student council.
- _____ Responsible for K.S.H.S.A.A. reports.
- _____ Responsible for out of town athletic events.
- _____ Responsible for substitute teachers.
- _____ Lunchroom and noon supervision.
- _____ Coordinates community use of school plant.
- _____ Selection, scheduling, and supervision of assembly programs.

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Supervision of school parties.
Responsible for development of interest clubs and organization.
Responsible for selection of club sponsors.
Sponsorship of senior class.
Handles in-service training of club advisors and sponsors.
Direction of public relations program.
Coordination of field trips.
Responsible for club and organization finances.
Scheduling of athletic events (contracts, officials, meals, etc.).
Supervision of office force.
Responsible for athletic financial management.
Organization of curricula.
Scheduling of instructional program (master schedule).
Teacher evaluation.
Teacher supervision.
Student-teacher orientation and supervision.
Enrollment.
Student handbooks.
Poster and bulletin board control.
Ordering and purchasing of supplies.
Textbook rental control.
Inventories.
Staff meetings.
Fund raising projects.
Responsible for faculty supervision at athletic events.
Handles senior cap and gown ordering.

Please list any other items of major importance that I may have overlooked.

1. _____
2. _____
3. _____
4. _____
5. _____

**A REPORT ON THE SUBORDINATE ADMINISTRATOR IN KANSAS SCHOOLS--
HIS DUTIES AND RESPONSIBILITIES**

by

PHILLIP E. JOHNSTON

B. S., Kansas State Teachers College - Emporia, 1962

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements of the degree

MASTER OF SCIENCE

College of Education

**KANSAS STATE UNIVERSITY
Manhattan, Kansas**

1970

The primary objectives of this report were to (1) determine the duties and responsibilities of the subordinate administrator and (2) provide a basis for development of direction of the various subordinate positions in the administrative hierarchy of secondary schools in the state of Kansas.

The sources of information for this report were twofold; one, a review of the professional literature, pertaining to the subordinate administrators; and two, a survey obtained from a questionnaire sent to 82 principals in the 5A, 4A and 3A class public schools in the state of Kansas. Fifty-six of these principals responded providing a 68.4 per cent return.

The findings based on the information obtained from the survey of Kansas schools included:

1. Running the school in the absence of the principal is the one job expected of all administrative subordinates.
2. The duty believed to be the most important performed by the subordinate administrators is pupil discipline.
3. A trend of one subordinate for each 500 students was indicated.
4. Subordinate administrators in schools with a pupil population of 600 or less can generally expect some classroom teaching responsibilities.
5. The title most commonly used to recognize the subordinate administrator was assistant principal.
6. All subordinate administrators have Master's Degrees and are expected to have them.
7. All subordinate administrators have had some public school teaching experience, and should have to hold their position.
8. The contracts for subordinate administrators was found to be of varying lengths with 10 month contracts being most common.

The following conclusions were presented as a result of this report.

The subordinate administrator should be given the opportunity to involve himself in situations which lead to professional growth because:

1. It will provide him with an opportunity for experience in areas necessary to him if he assumes a principalship.
2. It provides a more balanced image to students, parents and staff.
3. It will give him an opportunity to be looked upon as an educator and not merely as a symbol of authority who handles all the routine details. This is important to provide him with the staff's respect as an educational leader.
4. The position itself would become more attractive since it would involve duties more directly related to education and balance of those duties which are routine and often "downright unpleasant."
5. It should help to improve the self-image and make the subordinate administrator a more contented and efficient member of the administrative team.

The following recommendations are made by the author with the realization that many will depend upon the wealth, size, programs attempted and philosophy of the schools chief administrative staff.

From the findings of the questionnaire and the literature reviewed, this author recommends the following:

1. If there is to be an individual who is responsible for discipline, then let this be his major duty and let him be recognized as "the disciplinarian."
2. The title designation of the person next in authority to the principal should be standardized as assistant principal. All subsequent subordinates' titles will depend upon the nature of their responsibilities.
3. Let the position of subordinate administrator be recognized as an internship for the principalship. This should become a requirement for advance certification.
4. There should be one assistant for each 500 students with a minimum of two assistants when enrollments reach 1100 and a minimum of three assistants for enrollments of 2100.
5. The immediate subordinate should be hired on no less than an 11 month contract.
6. The following major areas should be shared with the subordinates as the principal sees a need: curriculum and instruction, student activities, athletic program management, student services and teacher evaluation.

7. Academic requirements for the subordinate position should be no less than the minimum requirements for the principalship.