

A STUDY OF THE DUTIES OF THE VICE-PRINCIPAL
IN SECONDARY SCHOOLS IN KANSAS

by

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INTRODUCTION

History

The average supervising principal in secondary schools spends between eight and nine hours a day at school.¹ In this time, it is impossible for a principal to be more than an office manager or a high priced clerk, unless his time is allotted and well planned. To help the principal perform all of these duties, the principals have made considerable use of teaching and non-teaching assistants in the performance of the office duties. On the basis of the total time utilized in the performance of these administrative duties by the various members of teaching and non-teaching employees, it was found, the principal could free himself from office routine so that he could spend more time in observing the instruction in the school in hopes of improving it. This was the start of the practice of hiring special assistants, such as the assistant or vice-principal. The need of a vice-principal varied with the size of the school. The duties of the vice-principal also varied with the educational philosophy of the administration. The position of the assistant or vice-principal in secondary schools today has become a vital part of administration because of the larger enrollments and size of the secondary school. New York State and California have been leaders in studies made to identify the specific duties for which the vice-principal was responsible. The position of vice-principal has emerged in answer to an urgent need, much as did that of a principal a century ago.

1. P. B. Jacobson, W. C. Reeves, J. W. Logsdon, The Effective School Principal, p. 438.

Interest in the Study

After working for two years in the capacity of vice-principal, the author of this report never once really knew what the specific duties of a vice-principal were. After talking to other vice-principals and principals, it seemed that they all felt that the duties of the vice-principal were not yet formalized. It was most generally agreed that the vice-principal received all of the chores that the principal wanted to "get out from under."

Purpose

The purpose of this study was to obtain information concerning the position of vice-principal in the state of Kansas. The following specific areas were studied in relation to the problem:

1. The role of the vice-principal
2. The academic requirements for eligibility for the position
3. The number and kind of duties the vice-principal might be expected to perform
4. The title by which the vice-principal should be called
5. The teaching assignment, if any, that might be expected of the vice-principal
6. The number of months for which he should be hired

The information obtained is to be used to develop a systematic pattern for the role, function, and duties of vice-principal.

Review of the Literature Pertaining to the Problem

There has been little written concerning this particular subject when compared to other areas of educational administration. What there was had

been written about situations in larger schools located in the Eastern, Middle Atlantic, and West Coast states. A thorough review of all available indexes and references failed to disclose any subject matter written on this subject about Kansas or the states close to Kansas.

MATERIALS AND PROCEDURE

Most of the literature was obtained from the periodical, The Bulletin of the National Association of Secondary-School Principals, along with written materials received from the Los Angeles City School Districts. A comparison of the results of surveys given in the larger cities like Los Angeles, New York City, St. Paul, along with cities of the Middle Atlantic states showed a striking similarity in the many duties assigned to the vice-principal. In New York State a study was conducted by Charles Long who sent questionnaires to each secondary school vice-principal.¹ From his study he concluded:

1. The title commonly used was "vice-principal."
2. Approximately 30 per cent were found to be teaching vice-principals while 70 per cent were supervising vice-principals.
3. The school year for vice-principals consisted of ten months.
4. Most of the vice-principals possessed a Master's degree.
5. Principal in absentia was the only primary administrative responsibility and inherent duty of the teaching vice-principal.
6. The position of teaching vice-principal was a nominal one rather than an actual administrative office, and, as such, provided little opportunity for gaining experience in preparation for higher educational posts.

1. Charles M. Long, "Duties of Secondary-School Vice-Principals," The Bulletin of the National Association of Secondary-School Principals, February, 1957, p. 26.

7. The supervising vice-principal had many duties which could be considered primary administrative responsibilities which would be inherent to the office.
8. The position of supervising vice-principal was found to be an active administrative office which provided valuable experience and training for higher educational posts.

Howard Bolden, who sent questionnaires to high school vice-principals in cities with populations of 500,000 to one million, drew the following

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conclusions:

1. The duties and responsibilities that related generally to the over-all direction of the school, administration of personnel, and administrations of health and guidance services should be assigned to the vice-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 or vice-principal.
3. The assistant or vice-principals approved of those clerical duties and responsibilities which contributed directly to the control, attendance, and educational programs of pupils.

Edward Pfeffer sent his questionnaires to all of the vice-principals in New Jersey and found that a majority of supervising vice-principals
2
listed six duties that were their major responsibility. They were:

1. To supervise pupils' conduct outside rooms
2. To interview, study, and adjust pupil for absence and tardiness
3. To interview, study, and adjust pupils for misconduct
4. To confer with parents about pupils
5. To confer with school personnel about pupils
6. To excuse children from class

1. Howard Bolden, "Attitudes of High School Assistant Principals Toward Their Duties and Responsibilities," The Bulletin of the National Association of Secondary-School Principals, November 1956, p. 20.

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

Besides these duties, the vice-principal had clerical duties and duties of organization and administration.

All of these surveys showed the position of vice-principal in the secondary schools today has become a vital, indispensable part of administration. The findings of Long, Bolden, and Pfeffer were used as reference material for this study. Results of a questionnaire sent by George A. W. Weiss in the Middle Atlantic states was used in this study to compare with the results of the questionnaire sent to the principals of the secondary schools of first and second class city schools in Kansas. His study was concerned with the duties regularly performed by 50 per cent or more of the vice-principals, and was easy to compare.

Results from the questionnaire which was sent to the Middle Atlantic states showed the following as the ten top duties performed by the vice-principals of their schools in the following rank order:¹

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

1. George A. W. Weiss, "The Duties of the Secondary-School Vice-Principal," The Bulletin of the National Association of Secondary-School Principals, December, 1953, p. 109.

There were many more duties listed in rank order, but the preceding duties were the ones listed as the top ten duties according to the per cent of the total of 66 questionnaires that were returned and used in completing the findings. These were duties regularly performed personally by more than 85 per cent of the vice-principals.

The survey method in questionnaire form was used to gather the additional information needed about Kansas secondary school vice-principals. Thirty-eight questionnaires were sent to the principals of the Kansas secondary schools. One was sent to each principal of all of the first class city secondary schools and to the principals of the secondary schools of the second class cities that were considered large enough to have a vice-principal.

According to research, schools large enough to need a vice-principal are schools with an enrollment of 400 or more. The results of the questionnaire polling are given in Table 1.

Table 1. Polling results.

	Frequency	Per cent
Questionnaires mailed	38	100
Questionnaires returned unanswered because they had no vice-principal	12	32
Questionnaires returned that were answered	25	66
Total questionnaires returned	37	96

Of the 38 questionnaires sent out, 12 were sent back unanswered according to instruction because they had no vice-principal. Only schools with vice-principals were to answer.

All of the questions in the questionnaire were constructed so that they could be answered briefly and completely. The questions were of such nature that the individual would answer according to his best belief. One hundred

per cent of the principals who answered the questionnaire are in the administration field and have active vice-principals. This must be considered in weighing any conclusions of this study.

FINDINGS

Introduction

The findings were based on data obtained from the survey given in the Middle Atlantic states and the survey given to selected secondary schools in Kansas that have vice-principals. Specific interest centered in the results of these two surveys each conducted by means of separate questionnaires.

Duties Performed in Kansas

In order to give a clear picture of how the duties of a vice-principal in the secondary schools in Kansas compared with the duties of the vice-principal in the Middle Atlantic states, Table 2 was prepared. In an attempt to determine the status of vice-principal, the following questions were included in both studies. The results obtained from both returned questionnaires are detailed in the following table.

Table 2. The top ten duties performed by the vice-principals who answered in the secondary schools in the state of Kansas compared with those of the Middle Atlantic States.

Duties	Frequency	Percentage of these duties	Frequency	Percentage of Middle Atlantic States Principals listing these duties
Running the school in the absence of the principal	25	100	65	98
Pupil discipline	23	92	59	89
Parent conferences regarding pupil discipline	23	92	57	86
Counseling with pupils	23	92	61	93
Parent conferences regarding pupil adjustment	23	92	60	91
Pupil attendance	22	88	57	86
Representing the school at community functions	21	84	60.5	92
Other parent conferences regarding the pupil	21	84	57	86
Organization of the curricula	18	72	52	79
Parent conferences regarding pupil course selection	17	68	53	80

Running the School in the Absence of the Principal. This duty was, according to the questionnaires, the one job that all of the vice-principals had to perform. This also was in accord with all the research reading on the subject.

Pupil Discipline. Twenty-three principals had their vice-principals handling pupil discipline. Two principals listed their vice-principals as having nothing to do with pupil discipline. Of the 66 principals returning questionnaires, 59 principals listed this duty as one they performed.

Parent Conferences Regarding Pupil Discipline. Twenty-three of the 25 vice-principals had this duty to perform, compared with 57 of the 66 vice-principals in the Middle Atlantic states.

Counseling with Pupils. Twenty-three of the 25 vice-principals had the duty of counseling with the pupils. Two of them did not because they had too large of a teaching load. Mr. Weiss' survey showed that 61 of the 66 vice-principals performed this duty.

Parent Conferences Regarding Pupil Adjustment. Twenty-three vice-principals performed this duty, and once again this correlated with the 23 that had counseling with the pupils. The two that did not have parent conferences were those with the large teaching load. This compared relatively the same as that in the Middle Atlantic states.

Pupil Attendance. Twenty-two of the vice-principals either handled the pupil attendance or helped the office staff with it. Three let the office staff handle this matter entirely. This, too, was similar to the compared survey.

Representing the School at Community Functions in Lieu of the Principal. Twenty-one vice-principals were checked as having to perform this duty. In most cases the vice-principal represented the principal when the principal

had too much to do or could not be there due to other commitments. Sixty of the 66 vice-principals performed this duty according to Mr. Weiss.

Other Parent Conferences Regarding the Pupil. This duty was performed by about the same per cent of vice-principals in Kansas and the Middle Atlantic states. Of the 25 principals returning questionnaires in Kansas, 21 of them had their vice-principal performing this duty.

Organization of Curricula. Seventy-two per cent of the vice-principals had to help the principal with the organization of the school curricula in Kansas, while 79 per cent performed this duty in the East.

Parent Conferences Regarding Pupil Course Selections. Seventeen of the 25 vice-principals were checked as having this duty to perform. Eight did not have to work with the parents regarding this course selection because this was done by the guidance director. More contrast was shown on this comparison than any of the ten, as only 68 per cent of the Kansans performed this duty while 80 per cent of the vice-principals performed it in the Middle Atlantic states.

There were other duties listed for the vice-principal, but the above mentioned were the top ten duties performed by the vice-principals in the secondary schools in the state of Kansas. This compared favorably with the research done on this subject in the Middle Atlantic states. Only two duties, Developing School Philosophy and Developing School Standards, were omitted by the Kansas administrators. In Kansas, these rated 48 and 44 per cent respectively, while they rated 95 and 89 per cent respectively in the Middle Atlantic states.¹

1. George A. W. Weiss, loc. cit.

Duties That Should Be Performed

In an attempt to determine not only the top ten duties that are performed by the vice-principals in Kansas, but also what the principals felt should be the most important duties of the vice-principal, a list was included in the questionnaire. The principals were asked to choose from this list what they felt should be the ten most important duties and number them according to their importance, starting with number 1 for their choice of the top duty, number 2 for second choice, and so on through number 10. In order to get a rank, ten points were given for a first place vote, nine for a second place vote, and so on. From this the following table was computed:

Table 3. The top ten duties that the principals felt the vice-principals should perform.

Duties	Frequency	Per cent of principals listing these as most important
Running the school in the absence of principal	20	80
Pupil discipline	20	80
Pupil attendance	18	76
Counseling with pupils	16	64
Supervising extra-curricular activities	13	52
Parent conference regarding pupil adjustment	13	52
Other parent conferences regarding the pupil	13	52
Parent conferences regarding pupil discipline	12	48
Directing school social activities	12	48
Representing the school at community functions in lieu of principal	11	44

Running the School in the Absence of the Principal. This duty received the highest rank. Only five men did not consider it to be among the top ten duties.

Pupil Discipline. This duty was ranked second in importance. Seven principals considered it secondary to the above duty, however it carried a high per cent of principals listing it as important.

Pupil Attendance. Five principals checked this duty as being most important, but only 18 of the 25 principals ranked it in the top ten.

Counseling with Pupils. This duty was checked by 16 of 25 principals answering. It received four first place votes and also four fourth place votes.

Supervising Extra-Curricular Activities. Thirteen principals ranked this duty as important, while 12 omitted it completely.

Parent Conferences Regarding Pupil Adjustment. This duty was ranked by 13 principals, also, but the principals ranked it more generally from fifth to tenth place, while the above duty was ranked from first to tenth place.

Other Parent Conferences Regarding Pupil. This duty, too, was ranked by 13 of the 25 principals but with heavier emphasis on sixth through tenth place in importance.

Parent Conferences Regarding Pupil Discipline. Twelve principals ranked this duty with the emphasis of importance between second and seventh place.

Directing School Social Activities. This duty ranked ninth with 12 principals listing it between third and tenth place.

Representing the School at Community Functions in Lieu of the Principal. Tenth place was given this duty with 11 principals ranking it among the top ten duties.

Below is Table 4 showing how the principals ranked the duties they thought should be performed by their vice-principals.

Table 4. Computation of the votes of the principals on the top ten duties that the principals felt the vice-principals should perform.

Duties	Rank Importance										: Total : Votes
	: 1	: 2	: 3	: 4	: 5	: 6	: 7	: 8	: 9	: 10	
Running the school in the absence of the principal	7	2	1	2	1	2		1	3	1	20
Pupil discipline	3	7	2	1			2	2	2	1	20
Pupil attendance	5	1	2	2	3		3		2		18
Counseling with pupils	4	1	1	4		3	1			2	16
Supervising extra-curricular activities	1	2	3		1	2	2		1	1	13
Parent conferences regarding pupil adjustment		2	2		3	2	1	1		2	13
Other parent conferences regarding the pupil		2	2	1	1	1	1	2	1	2	13
Parent conferences regarding pupil discipline			3	3	1	1	1		2	1	12
Directing school social activities			3	3			2	2	1	1	12
Representing the school at community functions in lieu of principals		1			3	1	2	2	1	1	11

Comparison

The findings in the table below, Table 5, came from a research that was done in the secondary schools of the Middle Atlantic states.¹ A total of 66 questionnaires were used in compiling these findings. These were duties regularly performed personally by more than 50 per cent of the vice-principals. They were tabulated in rank form. In trying to get a close comparison as to how these ranked with the duties of the vice-principals in the secondary schools in Kansas, 40 duties were used in the questionnaire in the exact order in which they appeared in Table 5; the information that they were in rank order was not mentioned. The question that was asked was, "If any of the following duties are performed by your vice-principal, please indicate by checking the duty."

1. George A. W. Weiss, loc. cit.

A total of 25 questionnaires were used in compiling the information from the Kansas schools. The table shows the comparison of the duties of the vice-principal in the Middle Atlantic states with those of the Kansas schools in per cent form as to how many had these duties.

Table 5. Comparison in per cent form of the duties performed by vice-principals in the Middle Atlantic states to those in Kansas.

Duties	Per Cent	
	Middle Atlantic States	Kansas
Running the school in the absence of the principal	98	100
Developing school philosophy	95	48
Preparing administrative bulletins	95	60
Counseling with pupils	93	92
Representing the school at community functions in lieu of the principal	92	84
Parent conferences regarding pupil adjustment	90	92
Pupil attendance	89	83
Developing school standards	89	44
Conducting teachers' meetings	86	12
Parent conferences regarding pupil discipline	86	92
Pupil discipline	86	92
Other parent conferences regarding the pupil	86	84
Preparation of school reports to the superintendent	84	36
Supervision of the office force	83	24
Routine office or clerical work	81	40
Parent conferences regarding pupil course selections	80	68
Organization of curricula	78	72
Setting up and supervising instructional experiments	78	28
Supervising extra-curricular activities	78	60
Inspection of building and grounds	77	28
Supervision of commencements	74	28
Classroom supervisory visitation	72	20
Directing school social activities	72	64
Parent conferences regarding pupil health	72	16
Preparing the master roster	72	40
Developing courses of study	71	40
Teacher's conferences after the visitation	68	32
Organizing and supervising assembly programs	68	44
Recommendations concerning teacher demotion or transfer	66	32
Pupil promotion--reclassification	66	32
Parent conferences regarding other activities	65	36
Recommendations concerning teacher promotion	65	36
Selection of school equipment	65	44
Rating the teacher after the visitation	63	12
Administrative work concerning special supervisors	63	8
Handling school publicity	63	28
Direction of the school testing program	62	28
Processing requisitions for supplies and equipment	56	12
Holding meetings of department heads	56	16
Control of custodial force	53	4

It was thus concluded that the duties of the vice-principal vary greatly in Kansas as compared to the Middle Atlantic states.

Additional Information

To provide some additional information that might assist in helping establish the status of a vice-principal, these questions were asked:

1. "Is vice-principal the term you use in your system? If your answer is no, what term was used?"

Sixty-eight per cent answered that vice-principal was the term used. Thirty-two per cent used the term assistant principal.

2. "Does your vice-principal teach any classes. If so, how many?"

Fourteen of the twenty-five answered yes, and of these, nine taught two classes, four taught one class, and one taught four classes. Eleven of the twenty-five answered that no classes were taught by their vice-principals.

3. "Does your vice-principal have his Master's degree?"

One hundred per cent answered that the vice-principal had his Master's degree.

4. "Should a vice-principal have had teaching experience?"

Here too, 100 per cent felt that the vice-principal should have teaching experience before becoming a vice-principal.

5. "Should the vice-principal be hired on a nine, ten, or eleven month basis?"

Forty-eight per cent felt that they should be hired on a ten month basis, 40 per cent on an eleven month basis, 4 per cent on a twelve month basis, four per cent on a nine month basis, and 4 per cent on a ten and one-half month basis.

Findings on the Additional Information

The findings based on data obtained from the survey of the schools in Kansas that have vice-principals included:

1. Two different titles were commonly used for the position under study; that most frequently used was "vice-principal".
2. In all of the schools studied, requirements for eligibility to vice-principalship included:
 - A. Possession of a Master's degree
 - B. Some teaching experience
3. A diversity of practice existed in the number of months for which a vice-principal was hired; many were hired on an eleven month assignment. The median practice was ten months.
4. In half of the school systems studied, the vice-principal taught no classes. In the other half that did have teaching assignments, the majority taught two classes.
5. The school principals invariably exercised a free hand in the assignment of administrative duties and responsibilities to the vice-principals.
6. Very little has been done apparently to develop clear-cut lines of responsibility or authority for a vice-principal.
7. The number of duties which the vice-principal might expect to be called upon to perform are great and vary in nature.

SUMMARY

The typical Kansas vice-principal's involvements were found to occur in the general areas of administration of professional and in-service training, pupil personnel services, and parent counseling services. In order of import-

ance, the following duty and responsibility areas were listed: (1) etc. It was found that five duties especially, varied greatly in the two areas. Developing School Philosophy was handled by less than 50 per cent of the Kansas vice-principals while 95 per cent performed this duty in the Middle Atlantic states. Preparing Administrative Bulletins was the assignment of 60 per cent of the Kansans. Ninety-five per cent of the eastern vice-principals were assigned this duty. Developing School Standards was handled by 88 per cent of the vice-principals in the East and by only 44 per cent of the Kansas vice-principals. Classroom Supervisory Visitation was handled by less than 20 per cent of the Kansas vice-principals while 72 per cent performed this duty in the Middle Atlantic states. Conducting Teacher's Meetings showed the largest gap; only 12 per cent of the Kansans performed this duty in comparison to 86 per cent of the vice-principals in the Middle Atlantic states.

CONCLUSIONS

The following conclusions were based on findings of a survey given to the principals in Kansas secondary schools who had vice-principals and reports of research in the field.

1. There was found to be a need for clarification of the role of vice-principal, his status, qualifications, and exact function.
2. The position of vice-principal should be considered the proper training ground for the principalship.
3. The title of the administrative officer immediately below the secondary school principal should be standardized as "vice-principal".
4. The academic requirements for vice-principal should be the same as those for the principal; all vice-principals should possess their Bachelor's

and Master's degrees.

5. Definite administrative training and education should be acquired by the vice-principal before entering the position.

6. School systems should formulate and officially adopt a general duty and responsibility statement for the position of vice-principal.

7. The vice-principal should be a person with some teaching experience.

8. Vice-principals should be assigned on an eleven month basis because of the demands of the position.

9. Teaching vice-principals should be given relief from classroom duties and teach one class at the most; so they may fulfill their administrative and supervisory duties as vice-principal.

10. Duties were found to be shared by principal and vice-principal.

11. The following major areas of responsibility should be delegated to the vice-principal:

- A. Duties of organization and administration
- B. Duties in supervision
- C. Duties relating to pupil personnel
- D. Duties in school-community activities
- E. Routine office and clerical work

ACKNOWLEDGMENTS

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APPENDIX

519 West Spruce Street
Junction City, Kansas

Dear Sir

This study is being undertaken in an effort to define the position of assistant or vice-principal, especially with respect to function, status, duties and responsibilities. Through this study I hope to establish the vice-principal's present status in Kansas schools.

The following is to be a comparison of the duties and responsibilities of vice-principals in the Eastern and Middle Atlantic states with the duties of the vice-principals in Kansas, and what the principals who have vice-principals feel these duties should be.

I am directing this survey to you because you are in the best position to offer me the assistance I need. If you do not have a vice-principal, please do not fill out this questionnaire; instead, check the square below and return the questionnaire in the enclosed stamped envelope.

I am conducting this study through the Graduate School at Kansas State College with the assistance of Dr. Kenneth O'Fallon, Associate Professor of Education.

I must have my survey completed in the very near future; so your cooperation and assistance in this study will be greatly appreciated. I hope to receive a reply at your earliest convenience.

Sincerely

George Madelen

I do not have a vice-principal.

A SURVEY OF THE DUTIES OF THE VICE-PRINCIPALS IN KANSAS SCHOOLS

Name of School _____

Address _____

Number of Students in System _____ Number of Teachers _____

NOTE: In this questionnaire an attempt has been made to include only such questions as can readily be answered without looking up any data. Please give the information as it applies to your school.

DUTIES OF VICE-PRINCIPALS

If any of the following duties are performed by your vice-principal, indicate by checking yes, if not, indicate by checking no.

YES NO

- | YES | NO | |
|-------|-------|--|
| _____ | _____ | 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 attendance |
| _____ | _____ | 8. Developing school standards (teaching, pupil achievement, etc.) |
| _____ | _____ | 9. Conducting teachers' meetings |
| _____ | _____ | 10. Parent conferences regarding pupil discipline |
| _____ | _____ | 11. Pupil discipline |
| _____ | _____ | 12. Other parent conferences regarding the pupil |
| _____ | _____ | 13. Preparation of school reports to the superintendent |
| _____ | _____ | 14. Supervision of the office force |
| _____ | _____ | 15. Routine office or clerical work (records, reports, etc.) |
| _____ | _____ | 16. Parent conference regarding pupil course selections |
| _____ | _____ | 17. Organization of curricula |
| _____ | _____ | 18. Setting up and supervising instructional experiments |
| _____ | _____ | 19. Supervising extracurricula activities |
| _____ | _____ | 20. Inspection of building and grounds |
| _____ | _____ | 21. Supervision of commencements |
| _____ | _____ | 22. Classroom supervisory visitation |
| _____ | _____ | 23. Directing school social activities (pupil) |
| _____ | _____ | 24. Parent conferences regarding pupil health |
| _____ | _____ | 25. Preparing the master roster |
| _____ | _____ | 26. Developing courses of study |
| _____ | _____ | 27. Teacher's conference after the visitation |
| _____ | _____ | 28. Organizing and supervising assembly programs |
| _____ | _____ | 29. Recommendations concerning teacher demotion or transfer |
| _____ | _____ | 30. Pupil promotion--reclassification |
| _____ | _____ | 31. Parent conferences regarding other activities (PTA, etc.) |
| _____ | _____ | 32. Recommendations concerning teacher promotion |
| _____ | _____ | 33. Selection of school equipment |

YES NO

- ___ 34. Rating the teacher after the visitation
 - ___ 35. Administrative work concerning special supervisors
 - ___ 36. Handling school publicity
 - ___ 37. Direction of the school testing program
 - ___ 38. Processing requisitions for supplies and equipment
 - ___ 39. Holding meetings of department heads
 - ___ 40. Control of custodial force
-
-

IMPORTANCE OF DUTIES

From the following list, please pick what you feel should be the ten most important duties. Number them according to their importance, starting with number 1 for your choice of the top duty, number 2 for the second choice, and so on through number 10. Rank only those you have checked yes on the preceding page.

- ___ Running the school in the absence of the principal
- ___ Developing school philosophy
- ___ Preparing administrative bulletins
- ___ Counseling with pupils
- ___ Representing the school at community functions in lieu of the principal
- ___ Parent conferences regarding pupil adjustment
- ___ Pupil discipline
- ___ Developing school standards (teaching, pupil achievement, etc.)
- ___ Conducting teachers' meetings
- ___ Parent conferences regarding pupil discipline
- ___ Pupil attendance
- ___ Other parent conferences regarding the pupil
- ___ Preparation of school reports to the superintendent
- ___ Supervision of the office force
- ___ Routine office or clerical work (records, reports, etc.)
- ___ Parent conferences regarding pupil course selections
- ___ Organization of curricula
- ___ Setting up and supervising instructional experiments
- ___ Supervising extracurricula activities
- ___ Inspection of building and grounds
- ___ Supervision of commencements
- ___ Classroom supervisory visitation
- ___ Directing school social activities (pupil)
- ___ Parent conferences regarding pupil health
- ___ Preparing the master roster
- ___ Developing courses of study
- ___ Teacher's conference after the visitation
- ___ Organizing and supervising assembly programs
- ___ Recommendations concerning teacher demotion or transfer
- ___ Pupil promotion--reclassification
- ___ Parent conferences regarding other activities (PTA, etc.)
- ___ Recommendations concerning teacher promotion
- ___ Selection of school equipment
- ___ Rating the teacher after the visitation
- ___ Administrative work concerning special supervisors
- ___ Handling school publicity
- ___ Direction of the school testing program
- ___ Holding meeting of department heads

EXCLUDED DUTIES

Please list any important duties that you feel I have excluded.

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

GENERAL

1. Is vice-principal the term you use in your system? Yes___ No___ . If your answer was no, what term do you use? _____
2. Does your vice-principal teach any classes? Yes___ No___; if so, how many? _____
3. Does your vice-principal have his Master's degree? Yea___ No___
4. Should a vice-principal be hired on a 9, 10, or 11 month basis? _____
5. Should a vice-principal have had teaching experience? Yes___ No___
6. I agree to respect your wishes in regard to the use of your name. Do you object to the use of your name in the report of this study? Yes___ No___
7. If you would like a copy of the results, please sign your name and mailing address.

A STUDY OF THE DUTIES OF THE VICE-PRINCIPAL
IN SECONDARY SCHOOLS IN KANSAS

by

GEORGE MADELEN, JR.

B. S., University of Colorado, 1951

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements of the degree

MASTER OF SCIENCE

DEPARTMENT OF EDUCATION

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1958

The purpose of this study was to provide some data concerning the position of vice-principal especially with respect to function, status, duties, and responsibilities. (1) role of vice-principal, (2) academic requirements for eligibility, (3) number of duties a vice-principal may expect, (4) the title by which he should be called, (5) the teaching assignment of a vice-principal, (6) the number of months for which he should be hired. It is hoped that this information can be used as material to develop a systematic pattern for the role of vice-principal.

The specific interest centered in the results of two surveys, each conducted in different areas of the country. (1) an intensive study of the duties and responsibilities of the position of vice-principals in the Middle Atlantic states area. (2) the general duties of the vice-principals of 25 secondary schools in the state of Kansas. The data for the first survey was obtained from The Bulletin of the National Association of Secondary-Schools. The data for the second survey was obtained from a questionnaire sent to 38 principals of secondary schools in Kansas, of which 25 schools were eligible to take part and did.

The findings based on data obtained from the survey given in the Middle Atlantic states and the survey of the secondary schools in Kansas that have vice-principals included:

(1) Two different titles were commonly used for the position under study; that most frequently used was "vice-principal."

(2) In all of the schools studied, requirements for eligibility to vice-principalship included:

- A. possession of a Master's degree
- B. some teaching experience

(3) A diversity of practice existed in the number of months for which a vice-principal was hired; many were hired on an eleven month assignment; the median practice was ten months.

(4) In half of the school systems studied, the vice-principal taught no classes. In the other half that did have teaching assignments, the majority taught two classes.

(5) The school principals invariably exercised a free hand in the assignment of administrative duties to the vice-principals; and very little has been done to develop clear-cut lines of responsibility or authority of the vice-principal.

The following recommendations were presented as a result of this study:

1. The position of vice-principal should be considered the proper training ground for the principalship.
2. The title of the administrative officer immediately below the secondary school principal should be standardized as a vice-principal.
3. All vice-principals should possess their Bachelor's and Master's degrees.
4. Definite administrative training and education should be acquired by the vice-principal before entering the position.
5. School systems should formulate and officially adopt a general duty and responsibility statement for the position of vice-principal.
6. The vice-principal should be a person with teaching experience.
7. Vice-principals should be assigned on an eleven month basis due to the demands of the position.
8. Teaching vice-principals should be given relief from their classroom duties and teach one class at the most, so they might fulfill their administrative and supervisory duties as vice-principal.