

THE PERCEIVED IMPORTANCE AND GENDER DIFFERENCES IN MISSOURI
PUBLIC HIGH SCHOOL ASSISTANT PRINCIPALSHIP DUTY DELEGATION
FOR PROMOTION PREPARATION

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THE PERCEIVED IMPORTANCE AND GENDER DIFFERENCES IN MISSOURI
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and hereby certify that, in their opinion, it is worthy of acceptance.

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DEDICATION

I dedicate this dissertation to my family,

to Mom for being the strongest woman I have ever known and for teaching me the importance of kindness, patience, sacrifice and, above all else, family;

to Dad for exposing me to the reality that learning need not be for personal gain, but it can occur for its own intrinsic worth;

to David for showing me the importance of the merits of a full measure of commitment in vocation, as well as avocation;

to Dianna for reminding me, as she lives the commitment to blood is thicker than water, that family is always your family;

to Dicky for demonstrating that personal sacrifice for the benefit of others is its own reward;

to Danny for reminding me the special bond that is shared between a brother and sister never dissolves and may get reinvigorated at some of the most unexpected times; and

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ABSTRACT

The purpose of this study was to develop an understanding of the duties commonly delegated to high school assistant principals which are perceived by building level principals to be the most important and least important for an assistant principal's preparation for promotion to the building level principalship. The second purpose of this study was to develop an understanding of the relationship between gender and the job profiles of those in the position of high school assistant principal. Statistical techniques, including Cronbach's alpha, Chi-Square (X^2) and discriminate analysis were utilized. Five of twenty administrative duties commonly delegated to high school assistant principals were found to have a statistically significant relationship to gender. Those duties included the assistant principal's responsibility for the development of school policies, the student testing program, the special education program (IEPs), the coordination of building use for non-school related activities and the school alumni association.

Recommendations to district superintendents were included to inform policy and practice in regards to the delegation of duties to high school assistant principals and the screening of applicants for high school building level principalships.

CHAPTER ONE

INTRODUCTION TO THE STUDY

A topic of great interest to researchers has been the number of females, or the lack of females, in leadership positions. It is well documented that the school district superintendency is one of the most male-dominated of all the executive positions in the country (Bjork, 2000; Bjork & Keedy, 2001; Brunner & Grogan, 2007). Many researchers have been motivated to determine why women are underrepresented in school leadership positions. Among the many identified barriers for women is the lack of experience at entry-level school leadership positions that is necessary for promotion to upper levels of leadership positions (Dana & Bourisaw, 2006). This study was designed to expand our understanding of women's experiences in the entry-level leadership position of assistant principal at the high school level. As assistant principals, if females are not delegated the duties and responsibilities to best prepare them for promotion it is more likely they will continue to be passed over for the principalship and other upper level administrative positions, including the superintendency.

Much research has been done in this area and there is recent evidence that progress, while slight, has been made in the selection of females for some types of leadership positions in schools; however, the increase in the number of females in secondary school principalships and district superintendencies indicates very little growth (Edson, 1995; Grogan, 1996; Logan & Scollay, 1999; Pounder & Merrill, 2001; Nogay & Beebe, 1997; Tallerico, 2000b; Tallerico & Blount, 2004; Tallerico, Burnstyn, & Poole, 1993; Whitaker & Vogel, 2005). At this time female leaders are most prevalent at the elementary, middle, and junior high school levels. Nevertheless, it remains markedly

apparent that women are underrepresented and rare in the high school principalship (Bjork, 2000; Brunner, 2001; Chase & Bell, 1990; Cunanan, 1994; Dana & Bourisaw, 2006; Eckman, 2004; Grant & Martin, 1990; Johnsrud, 1991; Mertz & McNeely, 1990; Pavan, 1987; Tallerico & Burnstyn, 1996; Wolverton & Macdonald, 2001). According to the 2005-2006 Report of the Public Schools in Missouri (the most current data available at the time of this study) nearly 70% of elementary principals were female during the 2005-06 school year. However, during the same year, while 60% of all teachers at the high school level were female, only 19% of high school principals and 19% of district superintendents were female (Missouri State Board of Education, 2006).

National statistics are even more staggering. According to Skrla (2003b), "...the odds of a male teacher becoming superintendent are approximately one in 40; for a female teacher, the odds are roughly one in 900. In other words, men are more than twenty times more likely than are women to advance to the superintendency from teaching" (p. 248). The number of women in educational administration has increased, "yet the glass ceiling has not been broken, especially in the high school principalship and the superintendency," which are the most prestigious positions in public education administration (Schmuck, 1995, p. 213).

Beyond the elementary, middle and junior high levels, women administrators are most represented at the high school assistant principal level, which is often referred to as the entry level school leadership position or the stepping stone to the principalship (Bloom & Krovetz, 2001; Dana & Bourisaw, 2006). Furthermore, the high school principalship has traditionally served as the training ground for the superintendency, the highest level school leadership position (Kim & Brunner, 2009; Ortiz, 1982; Shakeshaft,

1989), and according to Wolverton and Macdonald (2001), the high school principalship is the position in the district that most clearly resembles the superintendency (p. 5).

Others report that the path to the superintendency is through the assistant high school principalship and the high school principalship (Kowalski, 1999; Tallerico, 2000a). Glass and Franceschini (2007) reported "...82.1% of superintendents had previously been a principal for more than one year, and 46.7% of superintendents were principals just prior to taking a superintendent position." More specifically, research concurs that in districts with populations in excess of 100,000, the pattern for mobility for both genders has been teacher, secondary assistant principal, secondary principal, assistant superintendent, and superintendent (Dana & Bourisaw, 2006; Scott, 1989).

The data suggested that within those secondary school line positions, the assistant principal position is the most stratified by gender. However, relatively little is known about the employment experiences of the individuals in these positions, and even less is known about the women in these positions. In 2007, the National Association of Secondary School Principals (NASSP) created the Assistant Principal Task Force to define the role of the assistant principal. The task force focused on the professional needs of assistant principals who were aspiring to be principals, as well as those who spend their careers in the assistant's role (Lile, 2008).

Researchers have suggested there is a continued need to conduct studies regarding the experiences of women in educational administration, in part because of a lack of research specific to females in educational administrative roles, despite the growing numbers of women in these administrative positions (Kropiewincki & Shapiro, 2001; McGee Banks, 2000). This study was designed to expand our understanding of women's

experiences in the entry-level leadership position of assistant principal at the high school level. If females in this stepping-stone position are not delegated the duties and responsibilities to best prepare them for promotion it is more likely they will continue to be passed over for the principalship and other upper level administrative positions, including the superintendency.

Conceptual Underpinnings of the Study

This study relied upon Marshall's and Anderson's (1995) Feminist Critical Policy Analysis as a theoretical framework to guide the research. This type of policy analysis "begins with the assumption that gender inequity results from purposeful (if subconscious) choices to serve some in-group's ideology and purpose" (p. 172). Marshall and Gerstl-Pepin (2005) claimed more specifically "Feminist critical policy analysis illustrates how the values bases of mainstream, hegemonic policy deliberations usually are openly political for the benefit of men" (p. 91). Feminist Critical Policy Analysis "is research concerned with identifying how the political agenda benefiting males is embedded in school structures and practices" (Marshall & Anderson, 1995, p. 172). This type of policy analysis is a form of research that conducts analyses for women while focusing on politics, "...and it asks about every policy or political action, 'how does this affect females?' an often neglected question" (Marshall & Anderson, 1995, p. 172). It is from this perspective that this study sought to explain how the structuring of the high school assistant principal position, specifically the delegation of duties, affect an assistant principal's preparation for promotion and advancement to the building level principalship and other upper level administrative positions, including the superintendency.

In order to pursue this study it was crucial to examine feminist theories as they relate to the oppression and marginalization of females in educational leadership. Three current strands of feminist theory are prevalent. The first, which is referred to as “liberal feminism,” frames research around the barriers women face gaining access to school leadership positions. Sex role stereotyping and gender bias within the workplace are explored. The second, “difference feminism,” emphasizes women’s perspectives, or women’s ways of thinking. The message of research framed by difference feminism is that women are different from men, so changes must occur to incorporate women’s ways of thinking and behaving. The third, “power and politics feminism,” which is the under gird for feminist critical policy analysis, stresses the importance of identifying the political processes which create and maintain the exclusion of females (Marshall & Anderson, 1995; Marshall & Gerstl-Pepin, 1995).

Marshall and Anderson (1995) compared the power and politics feminism theory to other feminist theories. “This power and politics theoretical strand recognizes that simply gaining power in the context of existing power structures must be rejected” as a systemic solution (p. 172). In other words, even though more women are overcoming the barriers and accessing school leadership positions, one must examine the processes within the “power structure” or institution that continue to exclude women from the positions within the structure which yield the most power. Many use the glass ceiling as a metaphor to describe these levels of power or leadership which women have historically not been admitted (Dana & Bourisaw, 2006). In a high school, the position which yields the most power is the building level principal. Working through the lens of feminist critical policy analysis, it becomes important to identify the phenomena which is

occurring within the structure to create a glass ceiling and limit women from advancing to the principalship and ultimately the superintendency. Grogan (1999) indicated the need to question administrative practices in order to discover who these practices benefit and who they limit. Grogan (2005) concluded, “Power resides in the system structures and practices that have gone unquestioned for too long” (p. 26).

Statement of the Problem

In a discussion with peers in the field, anecdotal observations seemed to indicate that female assistant principals in large high schools were delegated similar, if not the same, duties. However, there was no quantitative data to support the observation so the problem was twofold. Even though the assistant principalship is commonly referred to as the stepping stone to the principalship, there was a lack of information regarding the duties an assistant principal should have experienced in order to best prepare him or her for the building level principalship. Research was needed to determine the administrative duties that best prepare an assistant principal for promotion to the building level principalship. Furthermore, research was needed to determine if gender may be related to how equitably those duties which best prepare an assistant principal for promotion to the building level principalship are delegated to assistant principals in secondary schools.

It has been found that, “Assistant principals come to the job with past experiences and talents that can be built upon to enhance the position” (Nickerson & Rissmann-Joyce, 1991, p. 102). If it can be shown that the duties of assistant principals are being delegated on the basis of gender, rather than qualifications, past experiences, interests, and preparation for promotion, it would be important for school districts to evaluate their practices of duty delegation and policies for assignments for several reasons. Failure of

district supervisors to recognize the talents and skills that females may have for performing traditional male assignments may also mirror the failure to identify appropriate males for traditional female assignments. In addition, the delegation of duties which matches specific tasks to men and other tasks to women based on gender rather than skills and talents not only limits the ability of women to prepare for advancement and promotion, but the mismatch of talents and abilities to duties may also decrease the success of the school as a whole. A more objective, gender-free evaluation of skills and delegation of duties may allow for a better match between talents and tasks.

Furthermore, if duties are being delegated based on gender role expectations, a self-fulfilling prophecy develops. As students continue to see women performing in roles that validate stereotypical female role expectations, gender stereotypes are perpetuated and continue. Grogan (2005) stated, "...until there is a more equitable distribution of women in the highest levels of educational leadership, we are sending a message that says women's leadership is still not much valued" (p. 26). Other scholars, including McGee Banks (2000), have discussed the benefits of students learning in schools where both men and women occupy the highest levels of leadership. Brunner and Grogan (2007) stated, "...children need to see role models who let them know there are no artificial ceilings that limit their abilities to develop and lead" (p. x).

Lastly, and perhaps most importantly, these research issues may be fundamental in achieving gender fairness and equity. Gupton and Slick (1996) defined equity, "Equity means... equal opportunity and treatment as equals. The assignment of responsibilities (and thus the power of the position)... should be determined by the skills and efforts of the person, regardless of gender" (p. 144-145). If females are not delegated the duties,

which best prepare an assistant principal for the principalship, it is more likely that they will continue to be passed over for these positions.

Purpose of the Study

The purpose of this study was twofold. The first purpose was to develop an understanding of the duties most commonly delegated to high school assistant principals which are perceived by the building level principal to be most important for an assistant principal's preparation for promotion to a building level principalship. In order to accomplish this purpose, survey data were collected from practicing building level principals via a modified survey developed by the National Association of Secondary School Principals (NASSP). The second purpose of this study was to develop an understanding of the relationship between gender and the job profiles of those in the educational leadership position of high school assistant principal. More specifically, to develop an understanding of whether or not, and to what extent, the assistant principals had been delegated those duties perceived to be the most important for preparation for promotion to the building level principalship. More directly, was there evidence of gender difference with the assignment of those duties which were determined to best prepare an assistant principal for promotion to the position of building principal. In order to accomplish this purpose, additional data were collected from high school assistant principals via a modified form of the NASSP survey mentioned previously. Figure 1 depicts the two part study designed to accomplish both purposes.

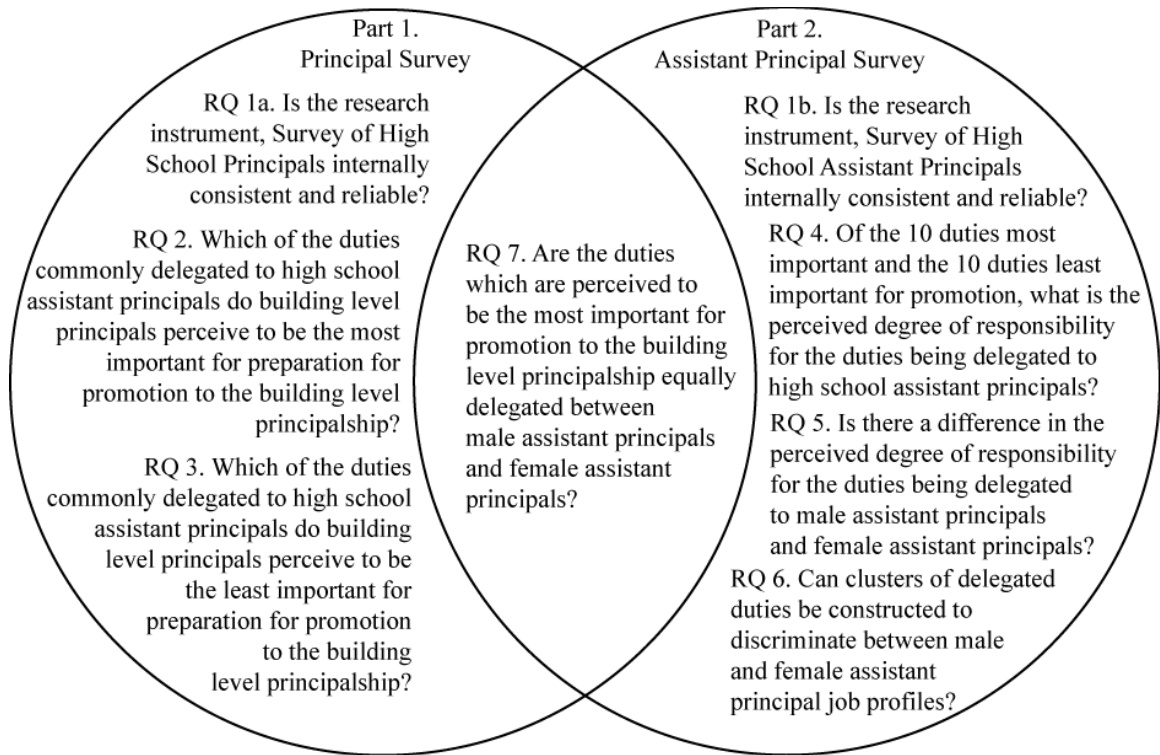


Figure 1. A Venn diagram depicting the two part study and the intersection of the data collected from both parts.

Participants in this study were building level principals in Missouri who worked in public high schools with enrollment over 1000 students. Additional participants were the assistant principals in those high school buildings with enrollment over 1000 students where at least one female and one male served in the role of assistant principal. The target audience for the information that was gained as a result of the study was superintendents, assistant superintendents, school district directors, high school principals, and high school assistant principals in public school districts.

Research Questions and Null Hypotheses

The following research questions and null hypotheses were developed in order to guide the study.

1. a. Is the research instrument, Survey for High School Principals, internally consistent and reliable?
b. Is the research instrument, Survey for High School Assistant Principals, internally consistent and reliable?

H₀1b: Using the statistical technique of Cronbach's alpha, the Survey for High School Principals will not be internally consistent and reliable.

H₀1b: Using the statistical technique of Cronbach's alpha, the Survey for High School Assistant Principals will not be internally consistent and reliable.

2. Which of the duties commonly delegated to high school assistant principals do building level principals perceive to be the most important for preparation for promotion to the building level principalship?
3. Which of the duties commonly delegated to high school assistant principals do building level principals perceive to be the least important for preparation for promotion to the building level principalship?
4. Of the 10 duties most important for promotion and the 10 duties least important for promotion, what is the perceived degree of responsibility for the duties being delegated to high school assistant principals in Missouri?
5. Is there a difference in the perceived delegated duties or the perceived degree of responsibility for the delegated duties to male assistant principals and female assistant principals?

H₀5: There is no difference in the perceived delegated duties or the perceived degree of responsibility for the delegated duties to male assistant principals and female assistant principals.

6. Can clusters of delegated duties be constructed to discriminate between male and female assistant principal job profiles?

H₀6: Clusters of delegated duties cannot be constructed to discriminate between male and female assistant principal job profiles.

7. Are the duties which are perceived to be most important for promotion to the building level principalship equally delegated between male assistant principals and female assistant principals?

H₀7: The duties perceived to be most important for promotion to the building level principalship are equally delegated between male assistant principals and female assistant principals.

Limitations of the Study

The following were limitations identified for the study:

1. The researcher, a public high school assistant principal in Missouri, had inside knowledge of duties commonly delegated to high school assistant principal.
2. The researcher, a female high school assistant principal in Missouri, had the potential for bias in the study.
3. While the instrument's original design was to gain information regarding duties assigned to assistant principals, it was not designed to identify gender differences in those assignments.
4. Responses were based on self-reported perceptions.

Delimitations of the Study

The following were delimitations identified for the study:

1. Participants were delimited to public high school principals and high school assistant principals assigned to buildings with at least 1000 students in Missouri during the 2009-2010 school year.
2. The assistant principals who were participants in the study were working in buildings where there was at least one female assistant principal and one male assistant principal. The buildings from which data were gathered might have been buildings in which the building principal hired those females and might have recognized and valued the female's talents and innate abilities more than their counterparts who had not chosen to hire female assistant principals and, as a consequence, were not included in this study. This sample may have, therefore, reflected accurately the bias of those building level principals but may have underestimated the bias which existed in buildings where no females had been hired.
3. The respondents were bound by time to voluntarily complete the survey that was electronically distributed and returned within a specified amount of time.

Definitions of Key Terms

The following are definitions of key terms used throughout the study:

Administrative duty. A task, assignment, or activity that is typically delegated to an assistant principal to perform in their role within the school.

Assistant principal. In larger schools the principal is assisted by one or more assistant principals. Their position is secondary to the principal with regard to school governance. Assistant principals generally perform specific duties such as handling

student discipline or curriculum, whereas the principal has the ultimate responsibility for the school as a whole.

DESE. Missouri Department of Elementary and Secondary Education.

Difference feminist theory. A strand of feminist theory which identifies “...women’s ways of thinking, moralizing, setting priorities, developing relationships and community, and cycling of lives. The message of difference feminism is women are different, so our institutions and values must be changed to incorporate women’s ways” (Marshall & Gerstl-Pepin, 2005, p. 92-93).

Feminist critical policy analysis. “Ensures that women’s needs, concerns, and values are included in the examinations of policy and politics. This perspective argues that these concerns need to be at the center of policy deliberations. It illustrates how mainstream hegemonic policy deliberations usually privilege male norms” (Marshall & Gerstl-Pepin, 2005, p. 89).

Glass ceiling. An image representing obstacles that prevent women from advancing to the top of their careers (Scherr, 1995).

High school. Public school buildings in the state of Missouri with any combination of grades 9-12 and enrollment of over 1,000 students.

Liberal feminist theory. A strand of feminist theory which “...frames research on the barriers to women’s opportunity (e.g., sex role stereotyping and male norms about the workplace) and seeks to eliminate barriers to opportunity by enacting laws against them” (Marshall & Gerstl-Pepin, 2005, p. 92).

Power and politics feminist theory. A strand of feminist theory which, “...recognize that all meaning and valuing is politically constructed. The message of this

strand is that we must focus on power dynamics and the political processes through which male dominance is perpetuated” (Marshall & Gerstl-Pepin, 2005, p. 93).

Principal. The title of the chief administrator of an elementary school, middle school, or high school.

School line position. Job position within the chain of command or hierarchy of a school district organization (e.g., teacher, secondary assistant principal, secondary principal, assistant superintendent, and superintendent) (Dana & Bourisaw, 2006).

Anticipated Benefits

Anticipated benefits of the study included a better understanding about which of the enumerated duties (typically delegated by principals to their assistant principals) best prepare an assistant principal for promotion to the building level principalship. In an effort to clarify the job profile of the entry-level leadership position of assistant principal, there has been research conducted in the past to identify the duties most typically delegated (Scoggins & Bishop, 1993). In addition, there is literature published that has provided recommendations as to how an assistant principal might advance his or her career (Weller & Weller, 2002). However, the benefit of this study was that it provided organized, quantitative data that identified which of the administrative duties delegated by the building level principal best prepare an assistant principal for the building level principalship.

More specifically, data gained from this study could result in potential benefits, including school districts developing more comprehensive practices in regard to the delegation of duties to high school assistant principals. Not only will building level principals have the information they need to delegate duties in a more cognitive manner,

assistant principals who aspire to be principals can use these data to ask their principals for the assignment of those duties which will best prepare them for promotion. Principals who use these data to prepare assistants and assistants who use these data in order to better prepare themselves for advancement will ultimately contribute to the creation of a larger pool of qualified applicants for building level principalships.

Lastly, and perhaps most importantly, this research study may be fundamental in achieving gender fairness, and perhaps equity. Data from this research study determined if there are gender differences in the delegation of the duties which best prepare a high school assistant principal for the building level principalship. If females are not delegated duties which best prepare an assistant principal for the principalship, it is more likely they will continue to be passed over for these positions.

Summary

Historically, women have been underrepresented in school leadership positions. There is recent evidence which suggests that progress, while slight, has been made in selecting females for some types of leadership positions in schools; however, the increase in the number of females in secondary school principalships and district superintendencies indicates very little growth (Edson, 1995; Grogan, 1996; Logan & Scollay, 1999; Pounder & Merrill, 2001; Nogay & Beebe, 1997; Tallerico, 2000b; Tallerico & Blount, 2004; Tallerico, Burnstyn, & Poole, 1993; Whitaker & Vogel, 2005). At the secondary level, females in school leadership positions are most represented at the assistant principal level. Even though the assistant principalship is commonly referred to as the stepping stone to the principalship, there is a lack of information regarding the

duties an assistant principal should experience in order to best prepare him or her for the building level principalship.

This study investigated the administrative duties that best prepare an assistant principal for promotion to the building level principalship. In addition, this study investigated if there are gender differences in the delegation of those aforementioned duties. The study should inform school district policies regarding the practices of duty delegation among high school assistant principals.

Chapter Two is a comprehensive review and synthesis of the literature related to gender and school administration. Chapter Three provides the research design and methodology used in the study. A description of the population and sample, instruments, and data collection and analysis techniques is discussed in Chapter Three. Chapter Four presents the results of the data analysis, and Chapter Five summarizes the study, presents limitations of the study, conclusions, and recommendations for further study.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Chapter One established the problem and purpose of this study. It is important to note this study grew from observations the researcher, a high school assistant principal, had made while working in the field and interfacing with other assistant principals across the state of Missouri. Specifically, those observations led to the suspicion, later verified as factual reality, that females are proportionally underrepresented among the ranks of high school principals. That data verification prompted the researcher's desire to understand what might be contributing to the lack of females in the position of high school principal. While the lack of females in upper level administrative leadership positions has been considered extensively in literature, there is little research to provide insights as to why such discrepancies exist between the number of females in assistant principal positions and the number of females in the building level principal positions. Hypotheses as to probable causes remain largely untested and anecdotal. The following discussions explain the process through which the researcher formulated the problem.

Problem. Even though the assistant principalship is commonly referred to as the stepping stone to the principalship and is commonly considered a training ground for the principalship (Kelly, 1987; Marshall, Mitchell, Gross, & Scott, 1992; Nickerson & Rissmann-Joyce, 1991; Valentine, 1980) there is a lack of information regarding the duties an assistant principal should have experienced in order to best prepare him or her for the building level principalship. Research was needed to determine the administrative duties that best prepare an assistant principal for promotion to the building level principalship. Furthermore, research was needed to determine if gender may be a factor

in the determination of how those duties which best prepare an assistant principal for promotion to the building level principalship are delegated to assistant principals in secondary schools. Lastly, and perhaps most importantly, these research issues may be fundamental in achieving gender fairness, and perhaps equity. If females are not delegated the duties which best prepare an assistant principal for the principalship, it is more likely that they will continue to be passed over for these positions.

Purpose of study. The purpose of this study was twofold. The first purpose was to develop an understanding of the duties most commonly delegated to high school assistant principals which are perceived by the building level principal to be most important for an assistant principal's preparation for promotion to a building level principalship. The second purpose of this study was to develop an understanding of the relationship to gender and the job profiles of those in the educational leadership position of high school assistant principal with respect to whether or not, and to what extent, the assistant principals have been delegated those duties perceived to be the most important for preparation for promotion to the building level principalship. More directly, was there evidence of gender difference with the assignment of those duties which are determined to best prepare an assistant principal for promotion to the position of building principal?

Synopsis of the review of literature. The literature presented in this review is organized into three central foci. The first focus is the body of research dealing directly with gender and school administration. The second focus is the body of research specific to the current status of women in educational leadership positions. The third focus is research specific to the role of the principal and the assistant principal. A summation of Chapter Two is provided following the three central areas of supporting research.

Research on Gender and Educational Administration

In an attempt to understand issues affecting and influencing professional careers of women in educational administration, many scholars have categorized and organized literature on gender and educational administration based on the evolution of the research (Bjork, 2000; Grogan, 1999; Skrla & Young, 2003). For the purposes of this paper, Marshall and Anderson's (1995) strands of feminist theory were utilized to organize the literature. The taxonomy Marshall and Anderson (1995) used categorized theory into three strands. A review of the literature which is related to each of those three prevalent perspectives within feminist study is presented. As discussed previously in the Conceptual Underpinnings section of this paper, the three prevalent perspectives within feminist study include: liberal feminism, difference feminism, and power and politics feminism (Marshall & Anderson, 1995).

Liberal Feminism. Liberal Feminism pertains to natural rights, justice, and democracy. The fundamental belief is equality can be achieved by social reforms under existing social and political conditions. Liberal Feminism recognizes and emphasizes the encumbrances and impediments to females' access and limitations of choice. Acker (1995) explained, "...a liberal feminist position is identified by its emphasis on increasing women's access to better life chances, through improving motivation, altering socialization, or abolishing discrimination" (p. 49).

Research describing why women have been absent in school administration, including the barriers experienced by women aspiring to educational leadership positions began to surface in the 1970's and continued to expand throughout the 1980's (Bjork, 2000; Coleman, 1998; Patterson, 1994; Yewchuk, 1992). External barriers impeding the

professional advancement of women in the field of education were identified. One of the most prevalent barriers researched is sex-based discrimination in leadership selection.

Historically, sex-based discrimination in leadership selection reflects the influence of popular stereotypes and role expectations for men and women (McGee Banks, 2000; Yukl, 2002). Holter (1970) defined sex roles as the roles that are assigned to men because they are men and those roles assigned to women because they are women. Sex roles are acquired through socialization in the social and cultural environments where there are different expectations for men than for women. Each gender is socialized in ways that are consistent with specific gender expectations. Traditional American stereotypes dictate that women are expected to be supportive, nonassertive, emotional, dependent, warm, sympathetic, aware of others' feelings, and helpful, while men in the culture of the United States are viewed as self-assertive, aggressive, rational, strong, independent, and dominant (Hoy & Miskel, 1996; McGee Banks, 2000). McGee Banks (2000) asserted, "If a decision maker accepts the idea that men are self-assertive and women are caring, it is understandable why a man would be selected over a woman for a job that requires an assertive leader" (p. 237). Traditional occupational behavior expectations juxtaposed to traditional gender stereotypes have limited women's access to leadership positions (McGee Banks, 2000; Yukl, 2002).

The Liberal Feminism strand of thought "has generated liberal policies – laws that assume simply eliminating barriers and placing women in positions will change institutional and cultural values" (Marshall & Anderson, p. 171). Corrective policies and practices (Brunner & Grogan, 2007; Chase & Bell, 1990; Ortiz, 1998; Shakeshaft, 1989) include, but are not limited to, the Civil Rights Act which included Title VII and Title IX,

and The Women's Educational Equity Act. Title VII of the Civil Rights Act of 1964 prohibits employment discrimination based on a person's race, religion, national origin, or sex (U.S. Department of Justice, 2009). Because of Title VII, women could file grievances for sex-based job discrimination (Brunner & Grogan, 2007). In 1972, Congress added Title IX to the Civil Rights Act, which provided more protection from sex-based discrimination. For the first time federal funding could be withheld from institutions found to be in violation of Title IX (Brunner & Grogan, 2007). The Women's Educational Equity Act followed in 1974. Federal funds were designated for researching and correcting sex-based inequalities in the education system (Shakeshaft, 1989). Individual states have established goals and action strategies to promote the hiring of women for administrative positions (New York State Education Department, 1993).

There have been some increases in females in school administrative positions which can partly be attributed to the anti-discrimination laws that are based on the premise that men and women are equally qualified and should, therefore, be equally represented. However, Brunner and Grogan (2007) reported, "In spite of landmark legislation to equalize opportunity, women's representation in the superintendency has significantly lagged behind that of men" (p. 5). Even with these laws and other constitutional guarantees there has been little disruption of existing power structures; structures which systematically limit equal and fair access to lead administrative positions. Few females, regardless of legislation to facilitate otherwise, occupy top seats in school districts. "... what is missing is the realization that people with power in political, institutional, and professional cultures that created sexist and differential access

are being relied on to create new power and access processes and to willingly and thoughtfully give up their power and privilege” (Marshall & Anderson, 1994, p. 171).

Difference feminism. Difference feminism emphasizes women’s perspectives and differences. “It differs from traditional sex roles socialization theory in that difference clearly posits a need to value women’s ways” (Marshall & Anderson, 1994, p. 171). Researchers who study from this angle investigate the differences between men and women, while emphasizing and valuing women’s perspectives. Collay and LaMar (1995), for example, supported this notion, “In our quest for ‘gender equity,’ we must continue to acknowledge and value the ‘feminine’ perspective in leadership” (p. 146). Research shows that this view is supported, especially in terms of female leadership styles (Gold, 1996; Kochan, Spencer, & Matthews, 2000; Kropiewnicki & Shapiro, 2001). “Women administrators, because of their abilities, different jobs and life experiences, special training and interests, may exhibit a leadership style that differs from the expectations for male-normed educational administration positions” (Marshall, 1985, p. 133). Bjork (2000) supported Marshall’s (1985) earlier idea, “...studies conducted over the past 30 years confirm the notion that women approach school leadership differently than men do...” (p. 10). Bjork (2000) continued, “For example, they [women] tend to be caring and child centered; they have an understanding of child development and student achievement; and they are experts at instruction and knowledgeable about learning, teaching and curriculum. Women are also perceived as being more likely to be facilitative and collaborative in their working relationships, and they tend to use democratic leadership styles and power, which contribute to achieving high levels of job satisfaction among staff” (p. 10). Grogan (1999) asserted, “What we are learning about women in

educational leadership positions is they tend to be problem solvers... and have high expectations of self and others” (p. 523). Bjork (2000) agreed, women are “...more likely to be facilitative and collaborative... They are viewed as change agents and working towards a common vision. They are viewed as relational... and have high expectations of others and themselves” (p. 10). “Rather than embracing classical male tendencies to view power as dominance and assert an authoritarian stance, women adopted notions of power as shared and exhibited softer approaches to leadership” (p. 11).

In addition to leadership styles, males and females are fundamentally different in the way they think about their work, organize their tasks, and execute those tasks (Gold, 1996; Kochan, Spencer, & Matthews, 2000). According to Gold (1996), “Women leaders place more emphasis on relationships, sharing, and process, while men... focus on completing tasks, achieving goals, hoarding information, and winning” (p. 3). As Gold (1996) dichotomized leadership styles by gender, she noted, “While men are more concerned with system and rules, women are more concerned with relations and atmosphere” (p. 3). According to Kochan, Spencer, and Matthew (2000) women “...view their tasks and the way they must handle them more globally than males...” (p. 303). Kochan, Spencer, and Matthew (2000) elaborated, “Likewise, they [women] seem to think in terms of developing a broad base of skills rather than dealing with a particular task or issue” (p. 303). Kochan, Spencer and Matthew (2000) continued, “Male respondents, on the other hand, seem to approach tasks in a linear, less integrated fashion” (p. 303). Furthermore, women envision the leadership role as “...building teams, providing leadership to others, and creating trusting environments” (p. 304). Men consider their job to be more about controlling the behavior of subordinates and may

engage in remarks such as "...getting people to do things, hiring quality people, getting rid of apathetic teachers" (p. 304). Brunner (1997) confirmed the assertion that women treat leadership as working with other people and that "relationships were key when accomplishing things" (p. 13). Brunner (1997) credited women in her study as reporting they used "...power as a collaborative, inclusive and consensus building model" (p. 14). In an earlier study, Brunner (1994) stated, "Women define power as 'power to,' that is, as the ability to empower others to make their own decisions collaboratively and to carry them out through a collective, inclusive mode. Men, on the other hand, view power as 'power over,' or the ability of one to convince others to do as he wished through any means possible" (p. 20).

An additional area of difference, as reported by researchers, is style of communication. Shakeshaft (1989) asserted, women engage in "less autocratic downward communication and develop non coercive motivational and persuasive skills" (p. 185). Hurty (1995) agreed, "Male administrators... tended to see communication and teamwork as unidirectional and hierarchical, as a kind of military teaming... most instances of collaboration, involvement, and shared influence took place in a school that had female principals. In those places we saw teamwork, excitement, and enthusiasm" (p. 381).

In conclusion, it should be noted there are researchers who take exception to the notion of a distinctive feminine leadership style. Skrla (1999) stressed, "...by validating stereotypical feminine behavior as a 'leadership style,' and thus avoiding stereotypically masculine leadership behaviors, women hope to be able to escape the negatives attached to violating gendered norms for individual behavior" (p. 17). Skrla (1999) asserted the

feminine leadership style theory is a "...misguided attempt to allow women to be sweetly agreeable (consistent with normalized femininity) and also be leaders, while leaving organizational inequalities unchallenged and undisturbed" (p. 17). Other researchers also contemplated the idea that presenting characteristics of femininity as strengths serves only to further disprivilege women by boxing them into stereotypical gender roles (Blackmore, 1999).

Power and politics feminism. The third strand, power and politics feminism, emphasizes power. Those who subscribe to power and politics feminism include theorists who "...identify the institutional economic purposes and the political and cultural processes which create and maintain exclusion of females" (Marshall & Anderson, 1995, p. 172). Power and politics theory recognizes that simply gaining power in the context of existing power structures must be rejected. This strand holds the most promise because it identifies ways in which systems reproduce constructed gendered power relations.

Power and politics research is concerned with identifying how the characteristics and nature of the political agendas, procedures, and activities which benefit males are embedded in school structures and practices. Marshall and Anderson (1995) explained, "It asks about every policy or political action, 'how does this affect females?,' an often neglected question" (p. 172). Grogan (1999) supported this type of research, "We need to question the approved administrative practices to discover who they benefit and who they limit" (p. 525). Other researchers claimed the need to focus on organizational structure as a factor which influences opportunity. Discriminatory practices are exceedingly difficult to identify, but pervasive nonetheless, and effectively serve to slow the pace of women's advancement (Johnsrud, 1991). The results of these embedded practices which serve to

minimize female opportunities and marginalize their prospects for promotion are readily apparent. Hargreaves (1996) stated, “Women have been added on to the organizational strata of the schools, but the school bureaucracy has not really changed. The rules by which people fit in or do not do so are still linked to gender” (p. 12). These inextricable links connect roles to genders in a way that serves to relegate females to the outer edges and confine their opportunities to advance in leadership roles.

Current Status of Women in Educational Leadership Positions

Although there has been an increase of women in educational leadership positions, women’s representation is far from being proportionate to the general population and particularly discrepant to the proportion of females in the field of teaching. Furthermore, the percentage of increase of women administrators does not reflect the same pattern of increasing percentages of women teachers (Saks, 1992). Research shows that women across the nation continue to be underrepresented in administration at all levels, except for the elementary principalship (Grogan, 1999).

The greatest disparity in female administrators occurs at the secondary building-level principalship and the district-level superintendency (Young & McLeod, 2001). Many researchers have documented that little progress is being made at more senior positions of districts which include the high school principalship, assistant and associate superintendency and the superintendency (Bjork, 2000; Edson, 1995; Grogan, 1999; Johnsrud, 1991; Skrla, Reyes, & Scheurich, 2000). Pavan (1987) reported that men are twice as likely as women to be preselected for the position of secondary level principalship.

The research on gender and administrative positions has addressed historical shortages of women in administration, the challenges they have faced in acquiring administrative positions, characteristics, attributes, and leadership styles of women administrators, and experiences of women administrators. Research has not, however, fully examined the barriers that are keeping women who have reached entry level leadership positions from ascending to the building level principalship and other upper levels of school administration.

Role Definition of Principals and Assistant Principals

History of the principalship and assistant principalship. The history of the principalship dates back to 1647 when Massachusetts's law required an elementary school in every town of fifty or more families. A school with more than one teacher generally had a head teacher who was known by various titles, including principal. By 1786, contracts recorded the official title of principal for the first time (Ensign, 1923). "The Common School Report of Cincinnati included the term 'Principal' in 1838, and in 1841, Horace Mann made reference to a 'male principal' in the Fourth Annual Report of the Secretary of the Board of Education of Massachusetts" (Pierce, 1935, p. 11). Principals during this time assumed responsibility for "determining the time of opening and closing the school, scheduling classes, securing supplies and equipment, taking care of and managing the building and communicating with parents and patrons" (Anderson & Van Dyke, 1963, p. 6). Principals during this time were often required to teach almost full time (Jones, Salisbury, & Spencer, 1969).

Increased enrollment resulted in larger schools with more complex problems during the nineteenth century. As a result, the role of the principal began to change. "The

principal's role shifted from that of the 'presiding teacher' of the school to one of 'directing manager'" (Gross & Herriott, 1965). Pellicer, Allen, Tonnsen, and Surratt (1981) reported the following list of duties performed by principals in 1859: (1) examination of classes, (2) classification of students, (3) promotion of students, (4), conducting model lessons, and (5) exercising careful supervision over the discipline and instruction of the whole school. "With these changes the status of the principal in the community increased" (p. 2).

During the twentieth century, schooling grew dramatically and principals were given more control over their schools. "Between 1895 and 1920, total school enrollment increased from 14 to 21.5 million students. During the same period, the high school and above population grew from about 350,000 to 2,500,000 students" (Glanz, 1994, p. 36). According to Gross & Herriott (1965), "Principals had the right to direct teachers, enforce standards, to protect the health and morals of pupils, supervise and rate janitors, require the cooperation of parents, and requisition of educational supplies. They were clearly recognized as the responsible administrative heads of their schools" (p. 3). Brown (1909) described principals during that time, "Generally speaking, men make better principals than women, especially in large schools" (Brown, 1909, p. 240). Brown (1909) felt that men were more judicial in mind and less likely to look at things from a personal point of view. He felt they were physically stronger and possessed more executive ability than women and that men were more likely to be respected by male students and male citizens.

Researchers began to study the school principalship around 1919. According to Pellicer, Allen, Tonnsen, and Surratt (1981) a study to ascertain the role of secondary

school principals was conducted in 1924. “More than four hundred secondary principals were included in the study. Less than forty were women. As the size of the community and the number of high school students increased, the proportion of female principals decreased” (Pellicer, Allen, Tonnsen, & Surratt, 1981, p. 5). Results of the study also revealed the duties or activities in which principals were typically involved in during that time. Similar studies continued throughout the twentieth century. “Because of increasing administrative duties, however, the principalship gradually shifted away from direct inspections, classroom supervision, and instructional development, and assumed a more managerial position” (Glanz, 1994, p. 37).

In order to meet the needs of a more growing and complex school system, a new cadre of administrative officers, known as supervisors, were commonly found in the early twentieth century (Glanz, 1994). Glanz (1994) reported, “... a ‘general supervisor,’ usually male, was selected... to assist the principal in the logistical operations of the school. The general supervisor, subsequently called assistant principal, would prepare attendance reports, collect data for evaluation purposes, and coordinate special school programs” (p. 38). The general supervisor was the principal’s primary assistant, and “by the ‘40s and ‘50s, the literature more accurately reflected the relationship between the principal and general supervisor by using the title “assistant principal” (Glanz, 1994, p. 39).

Common roles and responsibilities. Current researchers have suggested that a better understanding of the assistant principal’s role is needed (Michel, 1996). Literature suggested that the principal of a school largely determines the assistant principal’s job assignments (Celikten, 1998; Kelly, 1987; Manatt, 1989; Scoggins & Bishop, 1993);

however, almost one-half of assistant principals are not consulted about the assignment of their job responsibilities (Pellicer, Anderson, Keefe, Kelly, & McCleary, 1988).

According to Weller and Weller (2002), “Schools with more than one assistant principal generally had one assistant principal primarily responsible for curriculum, instruction, and vocational education, and one assistant principal primarily responsible for student discipline and attendance” (p. 11).

In addition, it was found that “assistant principals come to the job with past experiences and talents that can be built upon to enhance the position” (Nickerson & Rissmann-Joyce, 1991, p. 102). The institutional practices that affect how those determinations are made and if those assistant principal duties prepare assistants for principalships have gone largely unaddressed. An understanding of those duties, particularly as the duties increase an assistants likelihood of promotion would be invaluable to ascertain how assistant principal duties may be associated with promotion. An exploration of the delegation of assistant principal duties should produce information that would add to the current literature and possibly point to new directions for study.

Lastly, many researchers (Brunner, 2000; Hurty, 1995; Matthews, 1995; Robinson, 2004; Schmuck & Schubert, 1995; Skrla, 2003a) have conducted qualitative studies regarding women in administrative positions. This qualitative research has illustrated how women administrators describe their experiences in the administrator selection process, their leadership and communication styles, and their experiences in their administrative careers. However the literature contains very little research of a quantitative nature with respect to preparation for advancement.

Summary

Chapter Two was a review of the literature providing background to support the problem and purposes of this student. The literature presented in this chapter was organized into three central foci. The first focus was on the body of research dealing directly with gender and school administration. The second focus centered on the body of research specific to the current status of women in educational leadership positions. The third focus included research specific to the role of the principal and the assistant principal, which included a historical description of the development of the principalship and the assistant principalship.

CHAPTER THREE

METHODOLOGY

Chapter One established the problem and purpose of this study, as well as the research questions which guided the study. It is important to note this study grew from observations the researcher, a high school assistant principal, had made while working in the field and interfacing with other assistant principals across the state of Missouri. Specifically, those observations led to the suspicion, later verified as factual reality, females were proportionally underrepresented among the ranks of high school principals. That data verification prompted the researcher's desire to understand what might be contributing to the lack of females in the position of high school principal. While the lack of females in upper level administrative leadership positions had been considered extensively in literature, there was little research to provide insights as to why such discrepancies exist between the number of females in assistant principal positions and the number of females in the building level principal positions. Hypotheses as to probable causes remain largely untested and anecdotal. The following discussions explain the process through which the researcher formulated the problem.

Problem. Even though the assistant principalship is commonly referred to as the stepping stone to the principalship and is commonly considered a training ground for the principalship (Kelly, 1987; Marshall, Mitchell, Gross, & Scott, 1992; Nickerson & Rissmann-Joyce, 1991; Valentine, 1980) there was a lack of information regarding the duties an assistant principal should have experienced in order to best prepare him or her for the building level principalship. Research was needed to determine the administrative duties that best prepare an assistant principal for promotion to the building level

principalship. Furthermore, research was needed to determine if gender may be a factor in the determination of how those duties which best prepare an assistant principal for promotion to the building level principalship are delegated to assistant principals in secondary schools. Lastly, and perhaps most importantly, these research issues may be fundamental in achieving gender fairness, and perhaps equity. If females are not delegated the duties which best prepare an assistant principal for the principalship, it is more likely that they will continue to be passed over for these positions.

Purpose of study. The purpose of this study was twofold. The first purpose was to develop an understanding of the duties most commonly delegated to high school assistant principals which are perceived by the building level principal to be most important for an assistant principal's preparation for promotion to a building level principalship. The second purpose of this study was to develop an understanding of the relationship to gender and the job profiles of those in the educational leadership position of high school assistant principal with respect to whether or not, and to what extent, the assistant principals had been delegated those duties which were perceived to be the most important for preparation for promotion to the building level principalship. More directly, was there evidence of gender difference with the assignment of those duties which were determined to best prepare an assistant principal for promotion to the position of building principal.

Research questions. The following research questions and null hypotheses were developed in order to guide the study.

1. a. Is the research instrument, Survey for High School Principals, internally consistent and reliable?

b. Is the research instrument, Survey for High School Assistant Principals, internally consistent and reliable?

H₀1b: Using the statistical technique of Cronbach's alpha, the Survey for High School Principals will not be internally consistent and reliable.

H₀1b: Using the statistical technique of Cronbach's alpha, the Survey for High School Assistant Principals will not be internally consistent and reliable.

2. Which of the duties commonly delegated to high school assistant principals do building level principals perceive to be most important for preparation for promotion to the building level principalship?
3. Which of the duties commonly delegated to high school assistant principals do building level principals perceive to be least important for preparation for promotion to the building level principalship?
4. Of the 10 duties most important for promotion and the 10 duties least important for promotion, what is the perceived degree of responsibility for the duties being delegated to high school assistant principals in Missouri?
5. Is there a difference in the perceived delegated duties or the perceived degree of responsibility for the delegated duties to male assistant principals and female assistant principals?

H₀5: There is no difference in the perceived delegated duties or the perceived degree of responsibility for the delegated duties to male assistant principals and female assistant principals.
6. Can clusters of delegated duties be constructed to discriminate between male and female assistant principal job profiles?

H₀6: Clusters of delegated duties cannot be constructed to discriminate between male and female assistant principal job profiles.

7. Are the duties which are perceived to be most important for promotion to the building level principalship equally delegated between male assistant principals and female assistant principals?

H₀7: The duties perceived to be most important for promotion to the building level principalship are equally delegated between male assistant principals and female assistant principals.

Following Chapter One, a review of related literature concerning the historical research on gender in regard to educational administration, as well as research concerning the current status of women in educational leadership positions, was discussed in Chapter Two. It was found that females in secondary school administration most likely hold positions of high school assistant principals. In addition, it was found that most women in the assistant principalship have aspirations to be building level principals or other higher level district administrators. However, there was a lack of information regarding the duties that females are delegated in the secondary level assistant principal positions.

Chapter Three outlines the methods used to determine what duties building level principals perceive as most important for assistant principals in order to prepare for promotion to the building level principalship. In addition, the methods used to determine which of the identified most important duties are most often delegated to male and female assistant principals are outlined. This chapter is divided into five subsections. First, the population and sample is provided. Second, the research design is presented. Third, the

instruments employed are described. Fourth, data collection and analysis are discussed. Finally, a summary is given.

Participants

The study groups in this quantitative case study included principals and assistant principals within public high schools with any combination of grades 9-12 in Missouri with enrollment over 1,000 students in the 2009-2010 school year. For the purposes of this study, those with the title “athletic director” or “activity director” were not included unless “assistant principal,” “associate principal,” “vice principal,” or some other like title was also part of their title. Information from the 2008-2009 Missouri School Directory (Missouri Department of Elementary and Secondary Education, 2008), the most recent information available at the time of this study, as well as current school district websites, were used to identify school buildings in Missouri that met this criteria.

Ninety-eight public high schools with any combination of grades 9-12 in the state of Missouri that had a population over 1000 students were identified. The building level principals employed at the 98 identified high schools were sent the building level principal survey instrument, previously described in Chapter One of this paper, through electronic mail (see Appendix C). The completed and returned surveys served as the respondent group for part one of this study. The completed surveys produced data that were examined to address the research questions.

This study then investigated the identified public high schools via data supplied by the Missouri Department of Elementary and Secondary Education (DESE) and determined if two or more assistant principals were employed within the buildings and at least one of them was female and at least one of them was male. Seventy-nine of the

identified 98 high schools met the criteria. The remaining 19 high schools had all male assistant principals. The assistant principals employed in those 19 high schools were not included in the study. Two hundred ninety-six assistant principals were employed at the 79 identified high schools. They were sent the assistant principal survey instrument, previously described in Chapter One of this paper, through electronic mail (see Appendix E). The completed and returned surveys served as the respondent group for part two of this study. The completed surveys produced data that were examined to address the research questions.

Research Design

In correlational research, a type of quantitative research, researchers seek facts and want information regarding a few variables so relationships can be identified and causes of relationships may be explained (Fraenkel & Wallen, 2003; Roberts, 2004). In this type of research, data are often collected through the utilization of questionnaires or surveys (Fraenkel & Wallen, 2003; Roberts, 2004). The purpose of a survey is to describe the characteristics of a population, such as opinions, attitudes, beliefs, and/or abilities (Fraenkel & Wallen, 2003). Surveys that are utilized to collect information from a predetermined population at only one point in time are called cross-sectional surveys (Fraenkel & Wallen, 2003). This study is a non-experimental, cross-sectional survey research design in that data will be gathered and compared from two groups through the use of a survey at one point in time in order to determine gender difference in duties delegated by high school building level principals to high school assistant principals.

Instrumentation

The instruments implemented in this study are modifications of existing questionnaires that were prepared by the National Association of Secondary School Principals (NASSP). The survey instruments were first used in a national study of high school leaders that was conducted by the NASSP in 1987 (Pellicer, Anderson, Keefe, Kelly, & McCleary, 1988). A research team from NASSP utilized the surveys to gather, analyze and report the major roles of secondary school principals and assistant principals in the same schools in 1987. The survey questions were designed to permit comparisons with data from the previous national studies of 1965 and 1977. The original surveys were quite lengthy, and this may have accounted for the somewhat lower than hoped-for return during their study (Pellicer, Anderson, Keefe, Kelly, & McCleary, 1988). Authorization was requested and granted by the NASSP through a written letter of permission to modify and use the portions of the survey instruments that were needed (See Appendices A and B).

For this particular study only portions of the original questionnaires were required to collect the data needed to address the research questions. Modifications in format were made to the questionnaires and two different surveys were constructed for the two groups of participant respondents (building level principals and assistant principals). In order to shorten the length of the survey and time required to complete the survey, the portions of the surveys that were unrelated to this study were eliminated. It should be noted that the content of the parts of the surveys which were used were not modified. Preliminary drafts of the instruments were shared with a small group of secondary assistant principals and principals who were members of the Greater Kansas City Missouri Principal's

Association. This expert content validity panel examined the instruments to ensure the administrative duties were appropriate for current use.

Survey Items

In these instruments, sixty-five administrative duties and responsibilities were organized around six specific areas. The areas, the number of associated duties and responsibilities, and an example of each are as follows: (1), Community Relations (9, i.e., school public relations program); (2), Curriculum and Instruction (12, i.e., textbook selection); (3), School Management (16, i.e., custodial services); (4), Staff Personnel (8, i.e., substitute teachers); (5), Student Activities (9, i.e., school dances); (6), Student Services (11, i.e., student discipline). The specific items pertaining to the administrative duties and responsibilities described above were used in the modified surveys.

The survey instrument constructed for the principals enabled building level principals to report perceptions of the degree of importance each of the 65 duties commonly delegated to high school assistant principals has for an assistant principal's preparation for promotion. Building level principals were asked to report their perceptions of the degree of importance on a scale of 1 (least important) to 5 (most important).

The survey instrument for assistant principals was constructed after the data were returned from the building level principal surveys. The assistant principal survey enabled the respondent to report their perceptions of their job profile by indicating the degree of responsibility he or she has been granted for each of the 10 duties identified as most important for promotion and the 10 duties identified as least important for promotion on a Likert scale of 0 (NA – Not Applicable. I have no responsibility for this job.), 1 (Slight –

The principal or other upper level administrator does the job. I may aid at his or her direction.), 2 (Shared – Delegated with close supervision; the principal and I work together.), to 3 (Full – Delegated with general supervision. I am responsible for this job. Other assistant principals may or may not be responsible for this job, as well.)

Demographics

Survey items designed to collect demographic data, from both building level principals and assistant principles, were similar and included in both instruments. Items were included to gather data including gender, age, ethnicity, level of education, years of teaching experience, position title, years in current position, previous positions held, and building enrollment. Demographic data were also collected to ensure the characteristics of the buildings, particularly in regards to student population and grade levels served, were appropriate for the study (see Appendices C and E).

Data Collection

As described in Chapter One, data collection occurred in two parts (see Figure 1). The first part included sending the electronic survey to building level principals who worked in public high schools with any combination of grades 9-12 in Missouri with enrollment over 1,000 students in the 2009-2010 school year. Utilizing SPSS, a computer program for statistical analysis, data were analyzed through statistical techniques of mean rank and standard deviation to identify the building level principals' perceptions of the duties commonly delegated to high school assistant principals which are most important and least important for preparation for promotion. Figure 2 depicts the first part of the study, including the statistical techniques applied to the relevant research questions.

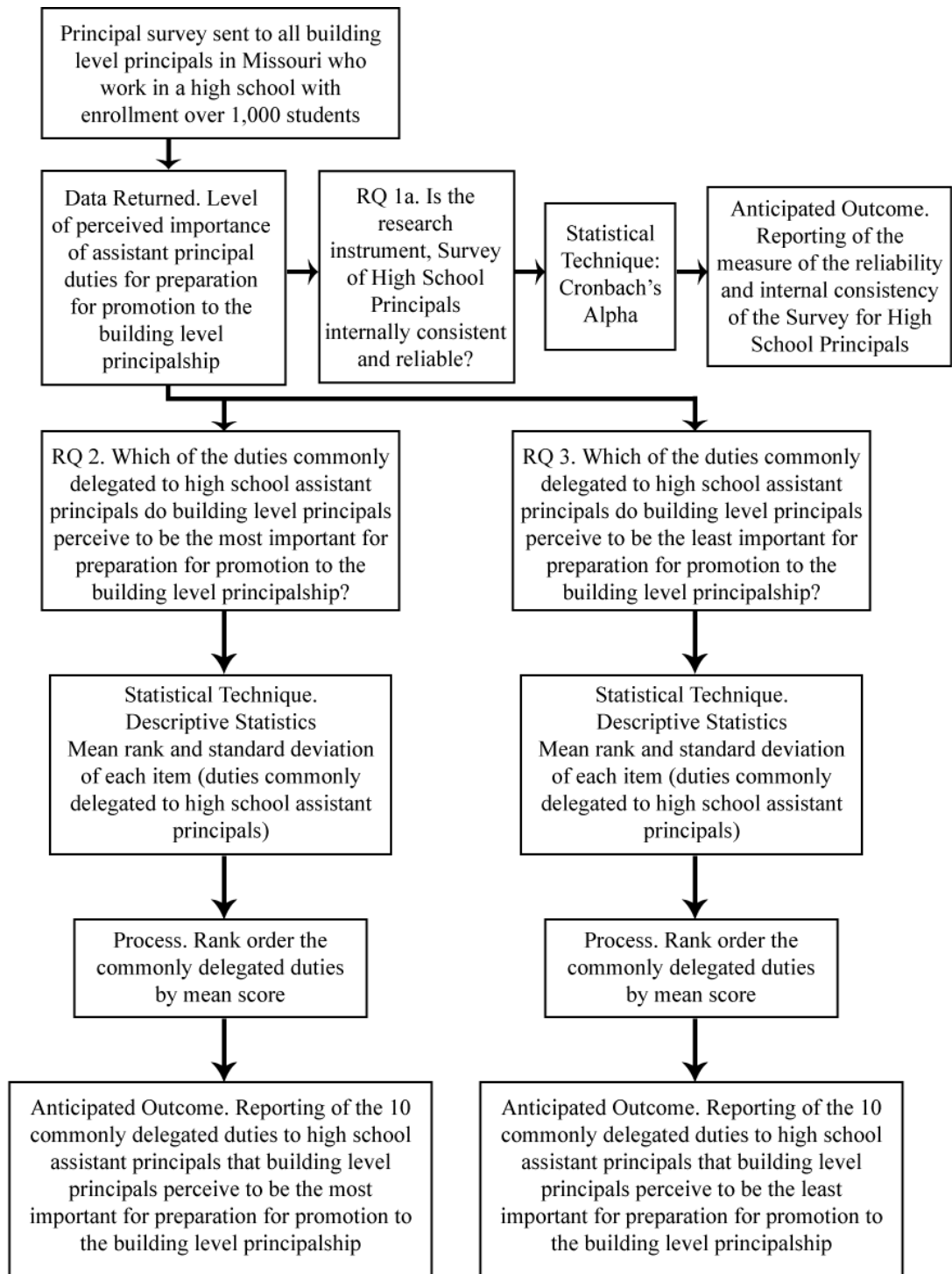


Figure 2. The flow chart depicting the first part of the study, including statistical techniques applied to the research questions.

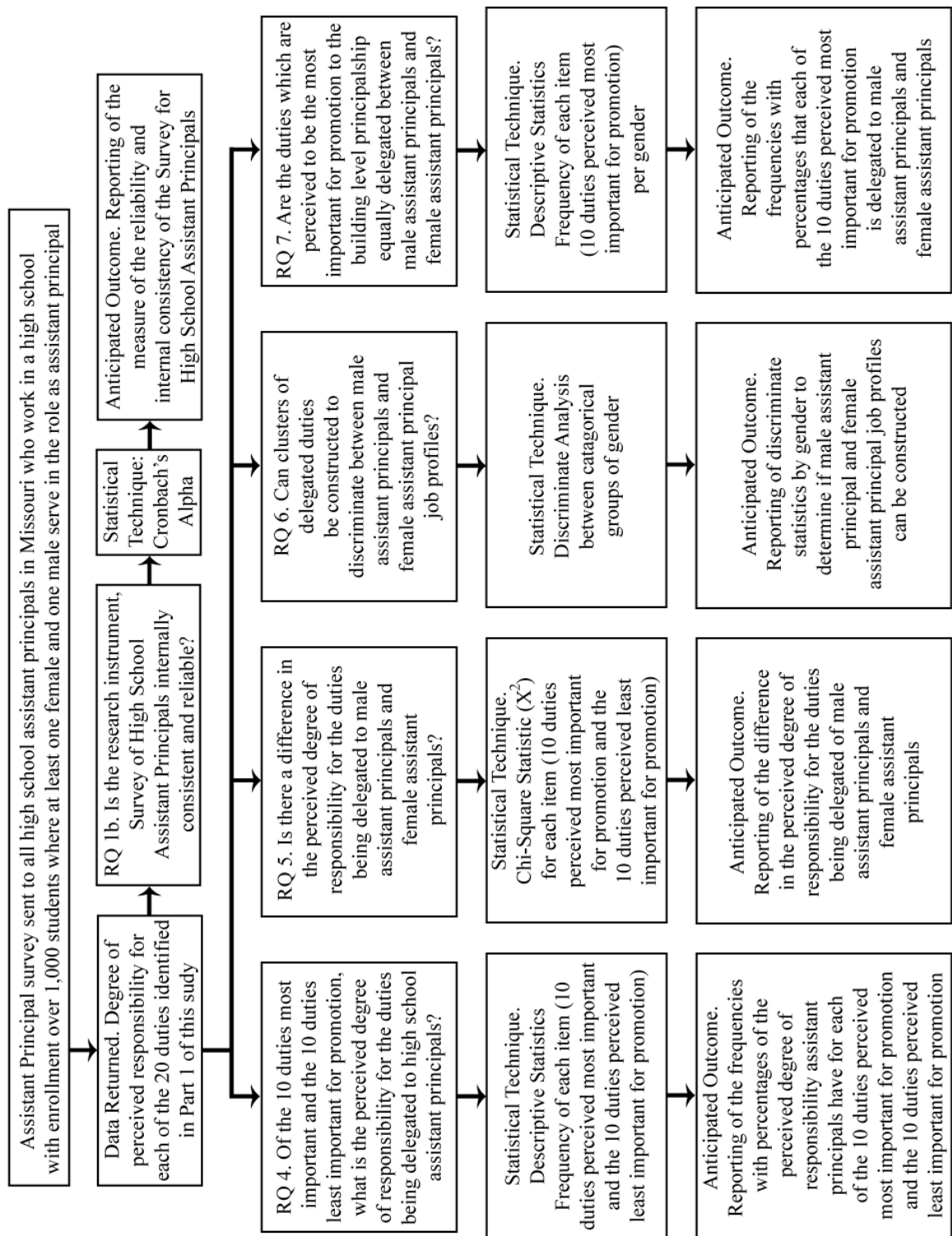


Figure 3. The flow chart depicting the second part of the study, including statistical techniques applied to the research questions.

Summary

Chapter Three discussed the methodology used in this study. An introduction was included to summarize information presented in Chapter Two and provide a roadmap for the chapter. This chapter was divided into the following five subsections: Participants, Research Design, Instrumentation, Data Collection, and Summary. The participants included all principals employed in public high schools in Missouri with enrollment of 1,000 students or more, as well as the assistant principals employed in those same buildings where at least two assistant principals were employed and at least one of them was female and one of them was male. The research design was described as a non-experimental, quantitative, cross-sectional survey research design. The instruments utilized in the study were modified forms of questionnaires that were published by the National Association of Secondary Principals (NASSP). A description of the data collection methods was described. The data collected were statistically analyzed through the use of SPSS, a computer program for statistical analysis. Various statistical techniques, including Cronbach's alpha, Chi-Square (X^2) and discriminate analysis were utilized. A description of the data analysis methods was provided.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was twofold. The first purpose was to develop an understanding of the duties most commonly delegated to high school assistant principals which building level principals perceive to be most important for an assistant principal's preparation for promotion to a building level principalship. In order to accomplish this purpose, survey data were collected from practicing building level principals via a modified survey developed by the National Association of Secondary School Principals (NASSP). The second purpose of this study was to develop an understanding of the relationship between gender and the job profiles of those in the educational leadership position of high school assistant principal. More specifically, to develop an understanding of whether or not, and to what extent, the assistant principals had been delegated those duties perceived to be the most important for preparation for promotion to the building level principalship. In order to accomplish this purpose, additional data were collected from high school assistant principals via a modified form of the NASSP survey mentioned previously. Figure 1 depicts the two part study designed to accomplish both purposes.

Review of Research Design

In correlational research, a type of quantitative research, researchers seek facts and want information regarding a few variables so relationships can be identified and causes of relationships may be explained (Fraenkel & Wallen, 2003; Roberts, 2004). In this type of research, data are often collected through the utilization of questionnaires or surveys (Fraenkle & Wallen, 2003; Roberts, 2004). The purpose of a survey is to describe

the characteristics of a population, such as opinions, attitudes, beliefs, and/or abilities (Fraenkel & Wallen, 2003). Surveys that are utilized to collect information from a predetermined population at only one point in time are called cross-sectional surveys (Fraenkel & Wallen, 2003). This study was a non-experimental, cross-sectional survey research design in that data were gathered and compared from two groups through the use of a survey at one point in time in order to determine gender differences in duties delegated by high school building level principals to high school assistant principals.

Description of Study Participants

Participants in this two part study were building level principals in Missouri who worked in public high schools with enrollment over 1000 students. Additional participants were the assistant principals in those identified high school buildings with enrollment over 1000 students where at least one female and one male served in the role of assistant principal.

Part One Building Level Principals

Information from the 2008-2009 Missouri School Directory (Missouri Department of Elementary and Secondary Education, 2008), the most recent information available at the time of this study, as well as current school district websites, were used to identify public high schools in Missouri with any combination of grades 9-12 and enrollment over 1000 students during the 2009-2010 school year. The researcher identified 98 public high schools that met these criteria. The building level principal from each of the 98 high schools was emailed the Survey for High School Principals and offered the opportunity to participate in the study. Respondents had the opportunity to rate items on a continuum of 1 (least importance) to 5 (most importance).

The total response rate for building level principals was 32%, with the return of 31 surveys from a total population of 98 building level principals. All of the surveys returned were fully completed. The demographic items included in the survey were also fully completed by every participant. Of the 31 returned surveys, 30% (24) were completed by male principals and 37% (7) were completed by female principals (Table 1). An investigation was conducted to determine if there was a difference between male and female principals in their response rate. Because the data consists of frequencies in categories, the Pearson chi-square (X^2) test was the appropriate statistical test to implement (Ary & Jacobs, 1976). A chi-square analysis revealed there was not a significant difference between gender responses, $X^2 (1, N = 31) = 0.149, p = 0.699$.

Table 1

Response Rate of Building Level Principals

Data Subset	Total Members	Surveys Returned	Response Rate
Total Principals	98	31	32%
Male Principals	79	24	30%
Female Principals	19	7	37%

Part Two Assistant Principals

Data supplied by the Missouri Department of Elementary and Secondary Education (DESE) were used to investigate the identified 98 public high schools. The data were used to determine if two or more assistant principals were employed within each of the building and if at least one of the assistant principals was female and at least one was male. From this data, the researcher determined that 79 of the 98 public high schools met these criteria. The remaining 19 high schools had all male assistant principals. The assistant principals employed in those 19 high schools were not included

in the study. A total of 296 assistant principals were employed in the 79 identified high schools. The assistant principals from each of the 79 high schools were emailed the Survey for High School Assistant Principals and offered the opportunity to participate in the study. Respondents had the opportunity to rate items on a continuum of 0 (no responsibility) to 3 (full responsibility).

The total response rate for the assistant principals was 30%, with the return of 88 surveys from a total population of 296 assistant principals. All of the surveys returned were fully completed. The demographic items included in the survey were also fully completed by every participant. Of the 88 returned surveys, 31% (49) were completed by male assistant principals and 28% (39) were completed by female assistant principals (Table 2). An investigation was conducted to determine if there was a difference in the response rate between male and female assistant principals. A chi-square analysis revealed that there was not a significant difference between gender responses, $X^2(1, N = 88) = 0.105, p = 0.745$.

Table 2

Response Rate of Assistant Principals

Data Subset	Total Members	Surveys Returned	Response Rate
Total Assistant Principals	296	88	30%
Male Assistant Principals	159	49	31%
Female Assistant Principals	137	39	28%

Results and Discussion of Findings by Research Question

Results and a discussion of findings were reported for each research question. Research questions 1a and 1b addressed the internal consistency and reliability of the research instruments. Through the use of descriptive statistics research question two and

research question three identified the 10 commonly delegated duties to high school assistant principals that building level principals perceived to be the most and least important for preparation for promotion to the building level principalship. Also through the use of descriptive statistics, research question four identified the perceived degree of responsibility high school assistant principals had for the 10 duties identified in research question two and the 10 duties identified in research question three. Using the Pearson chi-square statistic (X^2), research question five identified if there was a difference in the perceived degree of responsibility for the duties being delegated of male assistant principals and female assistant principals. Through discriminant analysis, research question six determined if clusters of delegated duties could be constructed to discriminate between male assistant principal and female assistant principal job profiles. Lastly, through the use of descriptive statistics research question seven determined if the duties which were identified as being the most important for preparation for promotion to the building level principalship were equally delegated between male assistant principals and female assistant principals. Each research question is presented and includes results with acceptance or rejection of the null hypothesis if applicable and a discussion of findings. Depictions of data through tables are also included if applicable. A summary concludes Chapter Four.

Research Question One

The first research question concerned the internal consistency and reliability of the research instruments, Survey for High School Principals and Survey for High School Assistant Principals. Cronbach's alpha was conducted to determine the reliability of each instrument.

Research question 1a. Is the research instrument, Survey for High School Principals, internally consistent and reliable?

H₀1a: Using the statistical technique of Cronbach's alpha, the Survey of High School Principals will not be internally consistent and reliable.

Results. Utilizing SPSS, Cronbach's alpha statistical technique was conducted to determine the internal consistency and reliability of the research instrument, Survey for High School Principals. The Survey for High School Principals had a Cronbach's alpha of .963 (n=31). George and Mallery (2003) provided the following guidelines when evaluating Cronbach's alpha: " $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable" (p. 231). The null hypothesis was rejected in reference to research question 1a. Analysis using Cronbach's alpha determined the research instrument, Survey for High School Principals is internally consistent and reliable (Table 3).

Research question 1b. Is the research instrument, Survey for High School Assistant Principals, internally consistent and reliable?

H₀1b: Using the statistical technique of Cronbach's alpha, the Survey for High School Assistant Principals will not be internally consistent and reliable.

Results. Utilizing SPSS, Cronbach's alpha statistical technique was conducted to determine the internal consistency and reliability of the research instrument, Survey for High School Assistant Principals. The Survey for High School Assistant Principals had a Cronbach's alpha of .636 (n=88). Using the guidelines provided by George and Mallery (2003) reliability of The Survey for High School Assistant Principals is questionable, but not unacceptable. In addition, it is reported that a more lenient cut-off of .60 is common

in exploratory research and social science research (Garson, 2010). According to Garson (2010), it should also be noted that a low Cronbach's alpha may also be the result of the limited number of items in the Survey for High School Assistant Principals. Cronbach's alpha increases as the number of items increases, and typically instruments with a greater number of items are more reliable. It also means that comparison of alpha levels between scales with differing numbers of items is not appropriate. In conclusion, the null hypothesis was rejected in reference to RQ 1b. Analysis using Cronbach's alpha determined the research instrument, Survey for High School Principals is internally consistent and reliable (Table 3).

Table 3

Reliability Data for the Survey for High School Principals and the Survey for High School Assistant Principals

Survey	N	Reliability Coefficient
Survey for High School Principals	31	0.963
Survey for High School Assistant Principals	88	0.636

Research Questions Two and Three

Research questions two and three concerned the perceptions of study participants as measured by the Survey for High School Principals. The Survey for High School Principals enabled the respondents to report their perceptions of the degree of importance each of the 65 commonly delegated duties has for an assistant principal's preparation for promotion to the building level principalship. Participants responded using a Likert scale of 1 (least importance) to 5 (most importance).

Research question two. Which of the duties commonly delegated to high school assistant principals do building level principals perceive to be the most important for preparation for promotion to the building level principalship?

Results. Utilizing SPSS, descriptive statistics, including rank, number, mean, and standard deviation, were generated for each of the items (65 duties commonly delegated to high school assistant principals) from the Survey for High School Principals. The commonly delegated duties were then placed in rank order by their mean score (See Appendix G). Utilizing the rank order the 10 commonly delegated duties that building level principals perceived to be the most important for preparation for promotion to the building level principalship were identified. Those duties perceived to be most important for preparation for promotion were as follows: (a) evaluation of teachers (M = 4.52, SD = 0.626), (b) teacher selection (M = 4.48, SD = 0.769), (c) instructional methods utilized by teachers (M = 4.42, SD = 0.564), (d) student discipline (M = 4.42, SD = 0.672), (e) school policies (M = 4.42, SD = 0.72), (f) student attendance (M = 4.23, SD = 0.844), (g) student testing program (M = 4.19, SD = 0.792), (h) orientation program for new teachers (M = 4.16, SD = 0.638), (i) special education (M = 4.10, SD = 0.87), and (j) graduation activities (M = 4.06, SD = 1.031) (Table 4).

Table 4

Duties Perceived to be Most Important for Preparation for Promotion to the Building Level Principalship

Item	Rank	N	M	SD
Evaluation of teachers	1	31	4.52	0.626
Teacher selection	2	31	4.48	0.769
Instructional methods	3	31	4.42	0.564
Student discipline	4	31	4.42	0.672
School policies	5	31	4.42	0.720
Student attendance	6	31	4.23	0.844
Student testing program	7	31	4.19	0.792
Orientation program for new teachers	8	31	4.16	0.638
Special Education (IEPs)	9	31	4.10	0.870
Graduation activities	10	31	4.06	1.031

Research question three. Which of the duties commonly delegated to high school assistant principals do building level principals perceive to be the least important for preparation for promotion to the building level principalship?

Results. Utilizing SPSS, descriptive statistics, including rank, number, mean, and standard deviation, were generated for each of the items (65 duties commonly delegated to high school assistant principals) from the Survey for High School Principals. The commonly delegated duties were then placed in rank order by their mean score (See Appendix G). Utilizing the rank order the 10 commonly delegated duties that building level principals perceived to be the least important for preparation for promotion to the building level principalship were identified. The 10 duties perceived to be least important for preparation for promotion were as follows: (a) work-study program (M = 2.10, SD = 0.978), (b) student store (M = 2.23, SD = 1.117), (c) adult education program (M = 2.32, SD = 1.013), (d) textbook selection (M = 2.35, SD = 0.985), (e) building use – nonschool-related (M = 2.55, SD = 0.995), (f) school alumni association (M = 2.58, SD =

0.958), (g) student photographs (M = 2.61, SD = 1.054), (h) medical, dental, and health services for students (M = 2.65, SD = 1.081), (i) coordinating community resources for instruction (M = 2.74, SD = 1.094), and (j) articulation with feeder schools (M = 2.77, SD = 0.845) (Table 5).

Table 5

Duties Perceived to be Least Important for Preparation for Promotion to the Building Level Principalship

Item	Rank	N	M	SD
Work-study program	1	31	2.10	0.978
Student store	2	31	2.23	1.117
Adult education program	3	31	2.32	1.013
Textbook selection	4	31	2.35	0.985
Building use – nonschool-related	5	31	2.55	0.995
School alumni association	6	31	2.58	0.958
Student photographs	7	31	2.61	1.054
Medical, dental, and health services	8	31	2.65	1.081
Coordinating community resources for instruction	9	31	2.74	1.094
Articulation with feeder schools	10	31	2.77	0.845

Research Question Four

Of the 10 duties most important for promotion and the 10 duties least important for promotion, what is the perceived degree of responsibility for the duties being delegated to high school assistant principals in Missouri?

Results. Research question four concerned the perceptions of study participants, as measured by the Survey for High School Assistant Principals. The Survey for High School Assistant Principals enabled the respondents to report their perceptions of their job profile by indicating the degree of responsibility he or she has been granted for each of the 10 duties identified as most important for promotion and the 10 duties identified as least important for promotion. Participants responded using the following Likert scale:

(0) NA – Not Applicable. I have no responsibility for this job., (1) Slight – The principal or other upper level administrator does the job. I may aid at his or her direction., (2) Shared – Delegated with close supervision. The principal and I work together., and (3) Full – Delegated with general supervision. I am responsible for this job. Other assistant principals may or may not be responsible for this job, as well.

Participant's Likert scale responses were combined into two categories, 1 (NA or slight responsibility) and 2 (shared responsibility or full responsibility). According to Ary and Jacobs (1976) it is useful to combine categories so that frequencies will be raised to an acceptable size for some statistical techniques, such as the chi-square analysis which is the focus of research question five. Utilizing SPSS, descriptive statistics, including frequency and percentage, were generated for each of the 20 items that were previously identified from the Survey for High School Principals (Table 6).

Table 6

The Perceived Degree of Responsibility of Assistant Principals

Item	N/A or Slight Responsibility		Shared or Full Responsibility	
	Frequency (<i>f</i>)	Percentage	Frequency (<i>f</i>)	Percentage
Evaluation of teachers	1	1.1	87	98.9
Teacher selection	7	8.0	81	92.0
Instructional methods	8	9.1	80	90.9
Student discipline	3	3.4	85	96.6
School policies	12	13.6	76	86.4
Student attendance	11	12.5	77	87.5
Student testing program	36	40.9	52	59.1
Orientation program for new teachers	23	26.1	65	73.9
Special Education (IEPs)	24	27.3	64	72.7
Graduation activities	21	23.9	64	76.1
Articulation with feeder schools	47	53.4	41	46.6
Coordinating community resources for instruction	69	78.4	19	21.6
Medical, dental, and health services	78	88.6	10	11.4
Student photographs	70	79.5	18	20.5
School alumni association	83	94.3	5	5.7
Building use – non-school related	63	71.6	25	28.4
Textbook selection	64	72.7	24	27.3
Adult education program	83	94.3	5	5.7
Student store	83	94.3	5	5.7
Work-study program	73	83.0	15	17.0

Research Question Five

Is there a difference in the perceived delegated duties or the perceived degree of responsibility for the delegated duties to male assistant principals and female assistant principals?

H₀5: There is no difference in the perceived delegated duties or the perceived degree of responsibility for the delegated duties to male assistant principals and female assistant principals.

Results. Research question five investigated the data reported from research question four; the assistant principal's perceived degree of responsibility for each of the twenty delegated duties. The investigation was conducted to determine if there was a difference between male and female assistant principals in their perceived degree of responsibility for the delegated duties. Because the data consists of frequencies in categories, it was appropriate to implement the Pearson chi-square (X^2) test (Ary & Jacobs, 1976).

Prior to determining the X^2 value, the items were analyzed using two-way contingency tables to determine the relationship between the perceived degree of responsibility for each duty and the gender of the participants. When attempting to determine the significance of a relationship between two variables with each divided into two categories, it is necessary to first conduct the two-way contingency table analyses using crosstabs. Then the X^2 test may be employed (Green & Salkind, 2003). An alpha of .10 was chosen in an effort to decrease the possibility of a Type II error. A Type II error occurs if a researcher concludes there is not a significant relationship between variables when there genuinely is a relationship (Ary & Jacobs, 1976). Utilizing SPSS, the X^2 value, the degree(s) of freedom (df), and the probability (p) value were generated for each of the twenty duties perceived most and least important for preparation for promotion to the high school building level principalship. A table for each of the twenty duties presents the descriptive statistics, including frequency and percentage, by gender. Also included in

the table are the X^2 value, the degree(s) of freedom (df), and the probability (p) that there is a statistically significant difference in the perceived degree of responsibility for the delegated duty between genders.

Duty one. It was found that there was not sufficient evidence to declare there was a significant relationship between the variables of gender and the assistant principal duty of evaluating teachers, $X^2 (1, N = 88) = 0.81, p = 0.37$. Male and female assistant principals responded similarly indicating there was no gender difference in the assignment of this duty. Building level principals reported that evaluating teachers was the most important duty in regards to preparation for promotion to the building level principalship. Furthermore, males (98%) and females (100%) were assigned this duty about equally indicating this is a duty nearly all assistant principals, regardless of gender, were given the opportunity to experience. Table 7 contains the chi-square crosstab analysis results for the perceived degree of responsibility for evaluating teachers.

Table 7

Summary of the Chi-Square Crosstab Analysis for Evaluating Teachers

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	2% (1)	0% (0)	0.81	1	0.37
Shared or Full	98% (48)	100% (39)			

Duty two. There was no evidence of a statistically significant relationship between the variables of gender and the assistant principal duty of selecting teachers, $X^2 (1, N = 88) = 0.76, p = 0.38$. The assistant principal duty of selecting teachers was identified by the building level principals as the second most important duty for preparation for promotion. Again, the numbers of male (89.8%) and female (94.9%) assistant principals

who indicated they had a shared or full responsibility for this duty was similar indicating it is a duty commonly assigned to both genders. Table 8 contains the chi-square crosstab analysis results for the perceived degree of responsibility for selecting teachers.

Table 8

Summary of the Chi-Square Crosstab Analysis for Selecting Teachers

Degree of Responsibility	Gender		X^2	<i>df</i>	<i>p</i>
	Male	Female			
N/A or Slight	10.2% (5)	5.1% (2)			
Shared or Full	89.8% (44)	94.9% (37)	0.76	1	0.38

Duty three. Insufficient evidence existed to declare there was a significant relationship between the variables of gender and the assistant principal duty of instructional methods utilized by teachers, $X^2(1, N = 88) = 0.17, p = 0.68$. The number of males (89.8%) who indicated they had a shared or full responsibility for this duty did not vary greatly from the number of females (90.9%) who indicated they had a shared or full responsibility for this duty. Table 9 contains the chi-square crosstab analysis results for the perceived degree of responsibility for instructional methods utilized by teachers.

Table 9

Summary of the Chi-Square Crosstab Analysis for Instructional Methods Utilized by Teachers

Degree of Responsibility	Gender		X^2	<i>df</i>	<i>p</i>
	Male	Female			
N/A or Slight	10.2% (5)	9.1% (3)			
Shared or Full	89.8% (44)	90.9% (36)	0.17	1	0.68

Duty four. The data did not reflect evidence to indicate there was a significant relationship between the variables of gender and the assistant principal duty of student

discipline, $X^2 (1, N = 88) = 2.47, p = 0.12$. Male (93.9%) and female (100%) assistant principals responded nearly equally indicating there was no gender difference in the assignment of this duty. Table 10 contains the chi-square crosstab analysis results for the perceived degree of responsibility for student discipline.

Table 10

Summary of the Chi-Square Crosstab Analysis for Student Discipline

Degree of Responsibility	Gender		X^2	<i>df</i>	<i>p</i>
	Male	Female			
N/A or Slight	6.1% (3)	0% (0)			
Shared or Full	93.9% (46)	100% (39)	2.47	1	0.12

Duty five. It was found that there was sufficient evidence to declare there was a statistically significant relationship between the variables of gender and the assistant principal’s responsibility for the development of school policies, $X^2 (1, N = 88) = 2.81, p = 0.09$. Building level principals reported the duty of development of school policies was one of the most important duties for preparation for the building level principalship and gender did seem to be a factor in the delegation of this responsibility. Significantly more males (91.8%) than females (79.5%) reported they had a shared or full responsibility for this duty. Table 11 contains the chi-square crosstab analysis results for the perceived degree of responsibility for the development of school policies.

Table 11

Summary of the Chi-Square Crosstab Analysis for the Development of School Policies

Degree of Responsibility	Gender		X^2	<i>df</i>	<i>p</i>
	Male	Female			
N/A or Slight	8.2% (4)	20.5% (8)			
Shared or Full	91.8% (45)	79.5% (31)			
			2.81	1	0.09*

* $p < .10$.

Duty six. No statistically significant relationship was found between the variables of gender and the assistant principal duty of student attendance, $X^2 (1, N = 88) = 1.48, p = 0.22$. The number of males (83.7%) and females (92.3%) who indicated they had a shared or full responsibility for student attendance was similar. Table 12 contains the chi-square crosstab analysis results for the perceived degree of responsibility for coordinating the student attendance.

Table 12

Summary of the Chi-Square Crosstab Analysis for Student Attendance

Degree of Responsibility	Gender		X^2	<i>df</i>	<i>p</i>
	Male	Female			
N/A or Slight	16.3% (8)	7.7% (3)			
Shared or Full	83.7% (41)	92.3% (36)			
			1.48	1	0.22

Duty seven. Data supported a statistically significant relationship existed between the variables of gender and the assistant principal's responsibility for the student testing program, $X^2 (1, N = 88) = 2.98, p = 0.08$. Gender did seem to be a factor in the delegation of this responsibility with significantly more females (69.2%) than males (51.0%) reporting they had a shared or full responsibility for this duty. Table 13 contains the chi-

square crosstab analysis results for the perceived degree of responsibility for the student testing program.

Table 13

Summary of the Chi-Square Crosstab Analysis for the Student Testing Program

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	49.0% (24)	30.8% (12)	2.98	1	0.08*
Shared or Full	51.0% (25)	69.2% (27)			

* $p < .10$.

Duty eight. Insufficient evidence existed to declare there was a significant relationship between the variables of gender and the assistant principal duty of the orientation program for new teachers, $X^2 (1, N = 88) = 1.15, p = 0.28$. The number of males (69.4%) who indicated they had a shared or full responsibility for this duty did not vary greatly from the number of females (79.5%) who indicated they had a shared or full responsibility for this duty. Table 14 contains the chi-square crosstab analysis results for the perceived degree of responsibility for the orientation program for new teachers.

Table 14

Summary of the Chi-Square Crosstab Analysis for the Orientation Program for New Teachers

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	30.6% (15)	20.5% (8)	1.15	1	0.28
Shared or Full	69.4% (34)	79.5% (31)			

Duty nine. There was evidence to indicate a statistically significant relationship existed between the variables of gender and the assistant principal's responsibility for the

special education program (IEPs), $X^2 (1, N = 88) = 3.07, p = 0.08$. Gender did seem to be a factor in the delegation of this responsibility with significantly more females (82.1%) than males (65.3%) who reported they had a shared or full responsibility for this duty. Table 15 contains the chi-square crosstab analysis results for the perceived degree of responsibility for the special education program (IEPs).

Table 15

Summary of the Chi-Square Crosstab Analysis for the Special Education Program (IEPs)

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	34.7% (17)	17.9% (7)			
Shared or Full	65.3% (32)	82.1% (32)			
			3.07	1	0.08*

* $p < .10$.

Duty ten. The data did not reflect evidence to indicate there was a significant relationship between the variables of gender and the assistant principal duty of graduation activities, $X^2 (1, N = 88) = 1.84, p = 0.18$. Male (81.6%) and female (69.2%) assistant principals responded similarly indicating there was no gender difference in the assignment of this duty. Table 16 contains the chi-square crosstab analysis results for the perceived degree of responsibility for graduation activities.

Table 16

Summary of the Chi-Square Crosstab Analysis for Graduation Activities

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	18.4% (9)	30.8% (12)			
Shared or Full	81.6% (40)	69.2% (27)			
			1.84	1	0.18

Duty eleven. Insufficient evidence existed to determine there was a statistically significant relationship between the variables of gender and the assistant principal duty of articulation with feeder schools, $X^2 (1, N = 88) = 0.01, p = 0.94$. The number of females (46.2%) who indicated they had a shared or full responsibility for this duty was nearly equal to the number of males (46.9%) who indicated they had a shared or full responsibility for this duty. Table 17 contains the chi-square crosstab analysis results for the perceived degree of responsibility for articulation with feeder schools.

Table 17

Summary of the Chi-Square Crosstab Analysis for Articulation with Feeder Schools

Degree of Responsibility	Gender		X^2	<i>df</i>	<i>p</i>
	Male	Female			
N/A or Slight	53.1% (26)	53.8% (21)			
Shared or Full	46.9% (23)	46.2% (18)			
			0.01	1	0.94

Duty twelve. Insufficient evidence existed to declare there was a significant relationship between the variables of gender and the assistant principal duty of coordinating community resources for instruction, $X^2 (1, N = 88) = 0.91, p = 0.76$. The number of males (20.4%) who indicated they had a shared or full responsibility for this duty did not vary greatly from the number of females (23.1%) who indicated they had a shared or full responsibility for this duty. Table 18 contains the chi-square crosstab analysis results for the perceived degree of responsibility for coordinating community resources for instruction.

Table 18

Summary of the Chi-Square Crosstab Analysis for Coordinating Community Resources for Instruction

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	79.6% (39)	76.9% (30)			
Shared or Full	20.4% (10)	23.1% (9)			
			0.91	1	0.76

Duty thirteen. There was no evidence of a statistically significant relationship between the variables of gender and the assistant principal duty of medical, dental and health services for students, $X^2 (1, N = 88) = 0.09, p = 0.77$. The numbers of male (12.2%) and female (10.3%) assistant principals who indicated they had shared or full responsibility for the duty of medical, dental and health services for students was similar. Table 19 contains the chi-square crosstab analysis results for the perceived degree of responsibility for medical, dental, and health services for students.

Table 19

Summary of the Chi-Square Crosstab Analysis for Medical, Dental and Health Services for Students

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	87.8% (43)	89.7% (35)			
Shared or Full	12.2% (6)	10.3% (4)			
			0.09	1	0.77

Duty fourteen. Insufficient evidence existed to determine there was a statistically significant relationship between the variables of gender and the assistant principal duty of student photographs, $X^2 (1, N = 88) = 0.00, p = 0.99$. The number of females (20.5%) who indicated they had a shared or full responsibility for this duty was almost identical to

the number of males (20.4%) who indicated they had a shared or full responsibility for this duty. Table 20 contains the chi-square crosstab analysis results for the perceived degree of responsibility for student photographs.

Table 20

Summary of the Chi-Square Crosstab Analysis for Student Photographs

Degree of Responsibility	Gender		X^2	<i>df</i>	<i>p</i>
	Male	Female			
N/A or Slight	79.6% (39)	79.5% (31)	0.00	1	0.99
Shared or Full	20.4% (10)	20.5% (8)			

Duty fifteen. It was found that there was sufficient evidence to declare there was a statistically significant relationship between the variables of gender and the assistant principal's responsibility for the school alumni association, $X^2 (1, N = 88) = 4.22, p = 0.04$. Gender did seem to be a factor in the delegation of this responsibility with significantly more males (10.2%) than females (00.0%) reporting they had a shared or full responsibility for this duty. Table 21 contains the chi-square crosstab analysis results for the perceived degree of responsibility for the school alumni association.

Table 21

Summary of the Chi-Square Crosstab Analysis for the School Alumni Association

Degree of Responsibility	Gender		X^2	<i>df</i>	<i>p</i>
	Male	Female			
N/A or Slight	89.8% (44)	100.0% (39)	4.22	1	0.04*
Shared or Full	10.2% (5)	0.0% (0)			

* $p < .10$.

Duty sixteen. Data supported a statistically significant relationship existed between the variables of gender and the assistant principal's responsibility for

coordinating building use for non-school related activities, $X^2 (1, N = 88) = 8.34, p = 0.00$. Gender did seem to be a factor in the delegation of this responsibility with significantly more males (40.8%) than females (12.8%) reporting they had a shared or full responsibility for this duty. Table 22 contains the chi-square crosstab analysis results for the perceived degree of responsibility for coordinating building use for non-school related activities.

Table 22

Summary of the Chi-Square Crosstab Analysis for Coordinating Building Use for Non-School Related Activities

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	59.2% (29)	87.2% (34)			
Shared or Full	40.8% (20)	12.8% (5)	8.34	1	0.00*

* $p < .10$.

Duty seventeen. Insufficient evidence existed to declare there was a significant relationship between the variables of gender and the assistant principal duty of textbook selection, $X^2 (1, N = 88) = 2.63, p = 0.105$. The number of males (20.4%) who indicated they had a shared or full responsibility for this duty did not vary greatly from the number of females (35.9%) who indicated they had a shared or full responsibility for this duty. Table 23 contains the chi-square crosstab analysis results for the perceived degree of responsibility for textbook selection.

Table 23

Summary of the Chi-Square Crosstab Analysis for Textbook Selection

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	79.6% (39)	64.1% (25)	2.63	1	0.105
Shared or Full	20.4% (10)	35.9% (14)			

Duty eighteen. There was no evidence of a statistically significant relationship between the variables of gender and the assistant principal duty for coordinating the adult education program, $X^2(1, N = 88) = 0.53, p = 0.47$. The numbers of male (4.1%) and female (7.7%) assistant principals who indicated they had shared or full responsibility for the duty of coordinating the adult education program was similar. Table 24 contains the chi-square crosstab analysis results for the perceived degree of responsibility for coordinating the adult education program.

Table 24

Summary of the Chi-Square Crosstab Analysis for Coordinating the Adult Education Program

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	95.9% (47)	92.3% (36)	0.53	1	0.47
Shared or Full	4.1% (2)	7.7% (3)			

Duty nineteen. The data did not reflect evidence to indicate there was a significant relationship between the variables of gender and the assistant principal duty of the student store, $X^2(1, N = 88) = 1.27, p = 0.26$. Male (8.2%) and female (2.6%) assistant principals responded similarly indicating there was no gender difference in the

assignment of this duty. Table 25 contains the chi-square crosstab analysis results for the perceived degree of responsibility for the student store.

Table 25

Summary of the Chi-Square Crosstab Analysis for the Student Store

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	91.8% (45)	97.4% (38)			
Shared or Full	8.2% (4)	2.6% (1)			
			1.27	1	0.26

Duty twenty. Insufficient evidence existed to indicate there was a statistically significant relationship between the variables of gender and the assistant principal responsibility for the school’s work-study program, (1, N = 88) = 0.40, $p = 0.84$. Male (16.3%) and female (17.9%) assistant principals responded nearly equally indicating there was no gender difference in the assignment of this duty. Table 26 contains the chi-square crosstab analysis results for the perceived degree of responsibility for the school’s work-study program.

Table 26

Summary of the Chi-Square Crosstab Analysis for the School’s Work-Study Program

Degree of Responsibility	Gender		X^2	df	p
	Male	Female			
N/A or Slight	83.7% (41)	82.1% (32)			
Shared or Full	16.3% (8)	17.9% (7)			
			0.40	1	0.84

Summary. A chi-square crosstab analysis was conducted to determine whether there was sufficient evidence to conclude there was a statistically significant relationship between gender and the perceived degree of responsibility for each of the twenty

commonly delegated duties. When the probability (p) is .10 or less, the null hypothesis is rejected, leading to a conclusion that the variables are related (Patten, 2002). The probability (p) was found to be less than .10 for five of twenty commonly delegated duties and the null hypothesis was rejected.

In regards to the duties perceived most important for an assistant principal's preparation for promotion, three of the duties were found to be significantly related to gender. There was a statistically significant relationship between the variables of gender and the assistant principal's responsibility for the development of school policies, $X^2(1, N = 88) = 2.81, p = 0.09$. Gender did seem to be a factor in the delegation of this responsibility with significantly more males (91.8%) than females (79.5%) reporting they had a shared or full responsibility for this duty. Data also supported a statistically significant relationship existed between the variables of gender and the assistant principal's responsibility for the student testing program, $X^2(1, N = 88) = 2.98, p = 0.08$. For this duty more females (69.2%) than males (51.0%) reported they had a shared or full responsibility for this duty. Lastly, there was sufficient evidence to indicate a statistically significant relationship existed between the variables of gender and the assistant principal's responsibility for the special education program (IEPs), $X^2(1, N = 88) = 3.07, p = 0.08$. Significantly more females (82.1%) than males (65.3%) reported they had a shared or full responsibility for this duty. Gender seemed to be a factor in the delegation of all three of these duties.

In regards to the duties perceived least important for an assistant principal's preparation for promotion, two of the duties were found to be significantly related to gender. Gender and the coordination of building use for non-school related activities

were found to be significantly related, Pearson $X^2(1, N = 88) = 8.37, p = .04$.

Significantly more males (40.8%) than females (12.8%) reported they had a shared or full responsibility for coordinating building use for non-school related activities. In addition, gender and the school alumni association were found to be significantly related, Pearson $X^2(1, N = 88) = 4.23, p = .04$. Just over 10% of the males and none of the females reported they had a shared or full responsibility for this duty.

An examination of the five duties that were found to have a statistically significant relationship to gender revealed that both of the duties identified as least important for preparation for promotion were delegated more often to men than women. Research also showed that of the three duties identified as most important for promotion, two were delegated more often to women than men. Data from this study would indicate women assistant principals are being delegated the duties that principals identified as the most important for promotion to the building level principalship.

A closer assessment of the five duties that were found to have a statistically significant relationship to gender showed other differences, as well. As described previously, the administrative duties in the surveys were organized around six specific areas: community relations, curriculum and instruction, school management, staff personnel, student activities, and student services (Pellicer, Anderson, Keefe, Kelly, & McCleary, 1988). The three duties that were more often assigned to men, development of school policies, school alumni association, and building use for nonschool related activities, fell into the areas of community relations and school management. In contrast, special education (IEPs) and student testing program, the duties most often assigned to women, fell into the area of direct student services.

In conclusion the null hypothesis was rejected in reference to research question five. Analysis using chi-square crosstab analysis determined there was a significant difference in the perceived degree of responsibility for five of the twenty commonly delegated duties to male assistant principals and female assistant principals. Gender seemed to be a factor in the delegation of all five of these duties (Table 27).

Table 27

Summary of the Chi-Square Crosstab Analysis for the Assistant Principal Duties with a Statistically Significant Relationship to Gender

Administrative Duty	Shared or Full Responsibility		X^2	df	p
	Male	Female			
Development of School Policies	91.8% (45)	79.5% (31)	2.81	1	0.09*
Student Testing Program	51.0% (25)	69.2% (27)	2.98	1	0.08*
Special Education (IEPs)	65.3% (32)	82.1% (32)	3.07	1	0.08*
School Alumni Association	10.2% (5)	00.0% (0)	4.22	1	0.04*
Coordinating Building Use	40.8% (20)	12.8% (5)	8.34	1	0.00*

* $p < .10$.

Research Question Six

Can clusters of delegated duties be constructed to discriminate between male and female assistant principal job profiles?

H₀₆: Clusters of delegated duties cannot be constructed to discriminate between male and female assistant principal job profiles.

Results. Utilizing SPSS, a discriminant analysis was conducted to determine if prediction of group membership based on gender could be made on the basis of the twenty predictor variables, the twenty commonly delegated duties. No significant discriminant function was found (Wilk's lambda = 0.717; $p = 0.189$), meaning the discriminant model as a whole was insignificant. Only one function (Eigenvalue = 0.395) was identified and accounted for 100% of the variance. Data gathered from the study

failed to reject the null hypothesis. Clusters of delegated duties cannot be constructed to discriminate between male and female assistant principal job profiles. Table 28 depicts discriminant statistics.

Table 28

Test of Significance from Discriminant Statistics of Gender for Assistant Principals

Function	Eigenvalue	% Variance	Wilk's Lambda	Chi-Square (X^2)	<i>p</i> -value
1	0.395	100	0.717	25.322	0.189

Research Question Seven

Are the duties which are perceived to be most important for promotion to the building level principalship equally delegated between male assistant principals and female assistant principals?

H₀7: The duties perceived to be most important for promotion to the building level principalship are equally delegated between male assistant principals and female assistant principals.

Results. Research question seven investigated the data reported from research question five; the assistant principal's perceived degree of responsibility for each of the twenty delegated duties. The investigation was conducted to determine if there was a difference between male and female assistant principals in their perceived degree of responsibility for the ten specific duties which were perceived to be most important for promotion to the building level principalship. This was done to determine if the duties perceived most important for preparation for promotion are equally delegated between male assistant principals and female assistant principals.

Utilizing the data from research question five (Tables 7 – 16); the null hypothesis was rejected in reference to research question seven. Data from this study showed a statistically significant difference between genders in the perceived level of responsibility for three of the ten duties. That being said, the duties perceived to be most important for preparation for promotion to the building level principalship were not equally delegated between male assistant principals and female assistant principals. There was a statistically significant difference in the perceived degree of responsibility between genders for the following duties: development of school policies, student testing program, and special education (IEPs).

Summary

This study established that women administrators are most represented at the elementary, middle and junior high levels. At the high school level and beyond women administrators are most represented at the high school assistant principal level, which is often referred to as the entry level school leadership position or the stepping stone to the principalship (Bloom & Krovetz, 2001; Dana & Bourisaw, 2006). Furthermore, the high school principalship has traditionally served as the training ground for the superintendency, the highest level school leadership position (Kim & Brunner, 2009; Ortiz, 1982; Shakeshaft, 1989). The data also suggested that within those secondary school line positions, the assistant principal position is the most stratified by gender. However, relatively little was known about the employment experiences of the individuals in these positions, and even less was known about the women in these positions. This study was designed to expand our understanding of assistant principal role

in regards to preparation for promotion, as well as expand our understanding of women's experiences in the role.

A discussion of the results and findings was presented in Chapter Four for the research questions which guided this study. For research question one the null hypothesis was rejected as the research instruments, Survey for High School Principals and Survey for High School Assistant Principals, had internal consistency and were deemed reliable instruments. Descriptive statistics were generated from research questions two and three. As a result, a list of the twenty commonly delegated duties to high school assistant principals that building level principals perceived to be the most and least important for preparation for promotion to the building level principalship was reported. Descriptive statistics generated as a result of research question four reported the frequencies with percentages of the perceived degree of responsibility assistant principals had for each of the twenty duties. For research question five, the null hypothesis was rejected as there was a significant difference in the perceived degree of responsibility for five of the twenty duties to male and female assistant principals. For research question six, discriminant analysis determined that the study failed to reject the null hypothesis. Clusters of delegated duties could not be constructed to discriminate between male and female assistant principal job profiles. For research question seven, the null hypothesis was rejected as the duties perceived to be most important for promotion to the building level principalship were not equally delegated between male assistant principals and female assistant principals. Chapter Five will provide conclusions and recommendations as a result of the study.

CHAPTER FIVE

DISCUSSION OF CONCLUSIONS AND RECOMMENDATIONS

This study was conducted for two key purposes. The first purpose was to develop an understanding of the duties most commonly delegated to high school assistant principals which building level principals perceive to be most important for an assistant principal's preparation for promotion to a building level principalship. In order to accomplish this purpose, survey data were collected from practicing building level principals and analyzed utilizing descriptive statistics. The second purpose of this study was to develop an understanding of the relationship between gender and the job profiles of those in the educational leadership position of high school assistant principal. More specifically, to develop an understanding of whether or not, and to what extent, the assistant principals had been delegated those duties perceived to be the most important for preparation for promotion to the building level principalship. In order to accomplish this purpose, additional data were collected from high school assistant principals and analyzed utilizing the statistical techniques of chi-square analysis and discriminate analysis. This chapter presents a brief summary of findings by research question with the researcher's conclusions about the study. In addition, limitations of the research and recommendations for further study are included. A summary will conclude Chapter Five.

Conclusions

The discussion of conclusions was organized by the seven research questions which guided the study. Each research question is presented and discussion is included based on the data analysis provided in Chapter Four.

Research Question One

The first research question concerned the internal consistency and reliability of the research instruments, Survey for High School Principals and Survey for High School Assistant Principals. The null hypothesis was rejected in respect to both surveys. The Survey for High School Principals and the Survey for High School Assistant Principals had internal consistency and were reliable. The instruments allowed the researcher to gather the data needed to provide sound data to address the research questions. Furthermore, future researchers should have confidence in the application of the research instruments.

In addition, it was found that in nearly 20% of high schools identified for this study women were unrepresented in their administrative teams. While this was not a research question that guided the study it is worthy information to consider. This study does not account for the gender bias which may exist in buildings where no females had been hired.

Research Questions Two and Three

Research questions two and three concerned the perceptions of building level principals as measured by the Survey for High School Principals. Building level principals reported their perceptions of the degree of importance each of the 65 commonly delegated duties has for an assistant principal's preparation for promotion to the building level principalship. Data gathered and analyzed for this study confirmed there are administrative duties which better prepare an assistant principal for promotion to the building level principalship.

Research Question Four

Research question four concerned the perceptions of high school assistant principals, as measured by the Survey for High School Assistant Principals. Assistant principals reported their perceptions of their job profile by indicating the degree of responsibility he or she had been granted for each of the 10 duties identified as most important for promotion and the 10 duties identified as least important for promotion. Responses confirmed assistant profiles have been delegated a variety of administrative duties with differing levels of responsibility for those duties.

Research Question Five

Research question five determined if there was a difference between male and female assistant principals in their perceived degree of responsibility for the delegated duties. It was concluded there are gender differences in the delegation of assistant principal duties. There was evidence of gender difference in the following areas of responsibility: the development of school policies, the student testing program, the special education program, the school alumni association, and the coordination of building use for non-school related activities.

Furthermore, the three duties that were more often assigned to men, development of school policies, school alumni association, and building use for nonschool related activities, fell into the areas of community relations and school management. In contrast, special education (IEPs) and student testing program, the duties most often assigned to women, fell into the area of direct student services. "It is as if women are needed for direct work with children because of their built-in mothering qualities, but men are needed... when adult decisions are needed" (Gold, 1996, p. 1).

Research Question Six

It was found that clusters of delegated duties could not be constructed to discriminate between male and female assistant principal job profiles.

Research Question Seven.

The null hypothesis was rejected in reference to research question seven. It was found the duties perceived to be most important for preparation for promotion to the building level principalship were not equally delegated between male assistant principals and female assistant principals. There was a statistically significant difference in the perceived degree of responsibility between genders for the following duties: development of school policies, student testing program, and special education (IEPs).

Data from this study indicated female assistant principals are being delegated the duties that principals identified as the most important for promotion to the building level principalship. However, research shows females are still not being promoted to the building level principalship (Bjork, 2000; Edson, 1995; Grogan, 1999; Johnsrud, 1991; Skrla, Reyes, & Scheurich, 2000).

Lastly, of the duties identified by building level principals as most important for preparation for the building level principalship, male assistant principals are more likely than females to be delegated the responsibility for the development of school policies. According to Marshall and Gerstl-Pepin (2005) "Policies are a form of structural power... the force they exert can be felt on an individual level by teachers, students, staff, administrators, and parents" (p. 4-5). Fowler (2004) asserted, "School administration... has traditionally been a male-dominated field. Its rules, customs, norms, and discourse have been shaped by several generations of men" (p. 38). Results of this study indicate

men continue to shape the regulations of schools. Fowler (2004) continued, “Therefore, women who become administrators soon begin to feel the mobilization of bias against them” (p. 38). In terms of the importance of an administrative duty, the duty of developing school policies may be the most critical, as the tentacles of school policy reach into all decisions, processes, expectations, and outcomes of a school.

Limitations

Limitations for analysis of data were primarily the result of a small sample size in the second part of this two part study ($N = 88$). Ary and Jacobs (1976) reported when using the chi-square test with multiple categories of nominal data, a large sample size is needed. “If N is small and consequently the expected frequency in any cell is small, the sample statistic may not approximate the theoretical X^2 distribution very closely. A rule-of-thumb which one may follow is that in a X^2 analysis with 1 df , the expected frequency in all cells should be at least equal or be greater than 5” (Ary & Jacobs, 1976, p. 409). Research question five utilized the chi-square test. The researcher attempted to remedy the situation of small cell sizes by combining categories of responses; however cell(s) in eleven of the twenty duties had a frequency of five or less.

In regards to conducting a discriminant analysis, Garson (2010) recommended the sample size should be at least 20 for every 4-5 predictor variables. With twenty predictor variables and using the conservative estimate of at least 20 for every four variables, the sample size should be roughly 100. The sample size used in the second part of this two part study was 88. The researcher’s decision to only survey assistant principals who worked in high schools with 1,000 or more students in the state of Missouri contributed to this limitation. In addition, according to anecdotal reports the electronic delivery

method of the survey resulted in surveys being blocked and/or quarantined by several school district sites.

Lastly, in the first part of the study the responses were self-reported perceptions from building level principals. The second part of the study included self-reported perceptions from assistant principals. Generalizability of the results to the population at large should be carefully considered in light of these limitations.

Recommendations for further study were also considered. Future researchers may want to explore other ways to combine the data to get more appropriate cell size numbers for the chi-square analysis. For example, researchers may consider asking assistant principals *how many* of the duties which are perceived to be most important for promotion to the building level principalship they are delegated. This would yield higher frequency numbers in the cells for the chi-square cross tab analysis. In addition, researchers may want to consider a broader population which would result in a higher sample size. Future researchers may consider including principals and assistant principals in schools with less than 1,000 students or schools beyond the state of Missouri.

Recommendations

As stated in Chapter Two, power and politics research is concerned with identifying how the characteristics and nature of the political agendas, procedures, and activities which benefit males are embedded in school structures and practices. Marshall and Anderson (1995) explained, “It asks about every policy or political action, ‘how does this affect females?’, an often neglected question” (p. 172). Grogan (1999) supported this type of research, “We need to question the approved administrative practices to discover who they benefit and who they limit” (p. 525). Evidence from this study supports the

notion that there are questions superintendents should be asking in regards to their practices. More specifically, superintendents need to reflect on the following: an examination of historic and current hiring practices for building level administrative positions, the screening and hiring practices for future administrative applicants, and the duty delegation practices which may provide assistant principals an opportunity to prepare for the building level principalship position.

School district personnel, including superintendents and assistant superintendents should investigate their own staffing patterns within the stepping stone position of the high school assistant principalship and the building level principalships. If women are unrepresented or underrepresented, school district personnel need to identify possibly forms of gender discrimination. Data showed that in nearly 20% of high schools that met the criteria for this study (e.g., a student population of at least 1,000 students) women were completely unrepresented in their administrative teams. One should question how in an industry that is disproportionately dominated by females a hiring superintendent could not find one individual female qualified for an administrative position in almost one out of every five large high schools in the state of Missouri. While there may be some underlying prejudice, a reflective superintendent should examine that situation critically and ascertain if there is a function of gender prejudice. The analysis should "... go beyond blame-the-victim approaches (e.g., saying, 'Oh, women just don't have the motivation for tough leadership positions') to the identification of barriers" (p. 79).

In addition, superintendents should also reflect upon the screening and hiring practices for future building level principal applicants. When posting positions for building level principalships, superintendents should consider enumerating the need for

experience in the area of the specific duties which have been identified as duties which best prepare someone for the building level principalship. However, male and female candidates may need to be screened differently. This study found that male assistant principals are more likely than female assistant principals to be assigned duties from the areas of community relations and school management. If the applicant pool for a building level principal position is filled with female applicants who have not had adequate community outreach, policy development, and building management experiences it might be because those female applicants have not had the opportunity for those types of experiences. It is incumbent on a hiring superintendent to recognize that absence of experience from certain areas may not be due to a flaw in the applicant, but rather a flaw in an applicant's home district due to the embedded practices that may have existed in regards to duty delegation.

Lastly, superintendents should reflect upon the duty delegation practices within their high school buildings which may provide assistant principals an opportunity to prepare for a building level principalship position. Researchers have claimed the need to focus on organizational structure within an institution as a factor which influences opportunity (Marshall & Gerstl-Pepin, 2005). With the knowledge there are administrative duties which best prepare an assistant principal for promotion, superintendents and other school district personnel should be more attentive to the delegation of duties. When delegating duties they should consider a person's educational and professional goals. Duties should be seen as opportunities to address professional growth in areas of deficits or weaknesses in an effort to prepare for promotion. Lastly, assistant principals who aspire to be building level principals should use the information

gathered from this study to advocate for themselves in an effort to receive experience and training in those duties which might best prepare them for a building level principalship.

In conclusion, discriminatory practices are exceedingly difficult to identify, but pervasive nonetheless, and effectively serve to slow the pace of women's advancement (Johnsrud, 1991). An effective superintendent should be diligent about uncovering discriminatory practices and think beyond the simple operations of the building. An effective superintendent should examine the embedded practices which serve to minimize female opportunities in their own buildings. Specifically, they should investigate what underlying practices are being used to assign assistant principal duties within the high schools in their districts. If needed superintendents should make plans for corrective action. Lastly, superintendents should be proactive in their screening and hiring practices and not allow talented female assistant principals to go without promotion.

Summary

This study established that women administrators are most represented at the elementary, middle and junior high levels. At the high school level and beyond women administrators are most represented at the high school assistant principal level, which is often referred to as the entry level school leadership position or the stepping stone to the principalship (Bloom & Krovetz, 2001; Dana & Bourisaw, 2006). Furthermore, the high school principalship has traditionally served as the training ground for the superintendency, the highest level school leadership position (Kim & Brunner, 2009; Ortiz, 1982; Shakeshaft, 1989). The data also suggested that within those secondary school line positions, the assistant principal position is the most stratified by gender. However, relatively little was known about the employment experiences of the

individuals in these positions, and even less was known about the women in these positions. This study was designed to expand our understanding of assistant principal role in regards to preparation for promotion, as well as expand our understanding of women's experiences in the role.

Through this study it was established that there are 65 commonly delegated duties to assistant principals. Data from the study identified the 10 duties commonly delegated to assistant principals that building level principals perceive to be the most important for preparation for promotion to the building level principalship. In addition, data from this study showed there was a statistically significant difference in the perceived degree of responsibility for five of the twenty delegated duties to male assistant principals and female assistant principals. Those duties included the assistant principal's responsibility for the development of school policies, the student testing program, the special education program (IEPs), the coordination of building use for non-school related activities and the school alumni association. In closing, this study may inform policy and practice in regards to the assignment of duties to secondary assistant principals and the screening of applicants for building level principalships.

Appendix A

Request for use of the Surveys Published in High School Leaders and Their Schools

December 29, 2008

To Whom It May Concern:

I am requesting to use the surveys that were published in High School Leaders and Their Schools (Pellicer, Anderson, Keefe, Kelly & McCleary, 1988). The instruments were prepared under the direction of James W. Keefe, Director of Research of the National Association of Secondary School Principals (NASSP). My request is to use portions of the published questionnaires in order to collect the data needed to address the research questions for my dissertation.

Specifically I am requesting to use the items that were designed to collect demographic data including, but not limited to, position title, years in position, previous positions held, and gender. The second portion of the instrument I would like to use is the survey items constructed to gain information about the responsibilities of assistant principals. In this section assistant principals are asked to indicate which of the identified sixty-five duties he or she is delegated and the degree of responsibility he or she has for each of these duties. Lastly, in the instrument constructed for principals, I would like to borrow items from the second section. In this section, respondents are asked to identify which of the sixty-five duties will best prepare an assistant principal for a building level principalship.

The goal of my study is to develop a further understanding of female experiences in the educational leadership position of secondary high school assistant principal. The specific purpose of my study focuses on administrative tasks that are assigned to assistant principals, the relationship to gender, and the relationship to career advancement. Participants in this study will be assistant principals and principals who work in public high schools. The target audience will be superintendents, assistant superintendents, principals, and assistant principals in public school districts. Insights gained from this study might result in potential benefits including school districts developing more comprehensive practices in regards to the selection of administration, as well as the assignment of their tasks.

Respectively,

Deborah Miller
Assistant Principal
Park Hill High School
Kansas City, MO

Appendix B

Permission to use the Surveys Published in High School Leaders and Their Schools

From: Konikow, Phyllis [konikowp@principals.org]
Sent: Thursday, January 08, 2009 1:53 PM
To: Miller, Deborah
Subject: RE: Permission To Use Survey Instruments

Ms. Miller:

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Regards,
Phyllis Konikow

Appendix C

Survey for High School Principals

Part 1.

1. What is your sex?

- (01) Male
- (02) Female

2. What is your age?

- (01) 23 or under
- (02) 24-29
- (03) 30-34
- (04) 35-39
- (05) 40-44
- (06) 45-49
- (07) 50-54
- (08) 55-59
- (09) 60 or older

3. With which ethnic group would you identify yourself?

- (01) White
- (02) Black
- (03) Hispanic
- (04) American Indian
- (05) Asian
- (06) Other

4. In which of the following area did you major as an undergraduate? *Select only one answer.*

- (01) Secondary education (other than physical education)
- (02) Physical education
- (03) Elementary education
- (04) Humanities (literature, languages, etc.)
- (05) Physical or biological sciences
- (06) Social sciences (sociology, history, etc.)
- (07) Mathematics
- (08) Fine arts
- (09) Business
- (10) Vocational-Technical (home economics, industrial arts, etc.)
- (11) Other

5. What is the highest degree you have earned?

- (01) Less than a BA
- (02) Bachelor's Degree
- (03) Master's Degree in Education
- (04) Master's Degree not in Education
- (05) Master's Degree plus some additional graduate work
- (06) Educational Specialist, six-year program or equivalent
- (07) Master's Degree plus *all course work* for a doctorate
- (08) Doctor of Education
- (09) Doctor of Philosophy
- (10) Other

6. How many years of *teaching* experience, regardless of level, did you have prior to taking your present position? Do not include years as a full-time administrator, supervisor, counselor, psychologist, or librarian.

- (01) None
- (02) One year
- (03) 2-3 years
- (04) 4-6 years
- (05) 7-9 years
- (06) 10-14 years
- (07) 15-19 years
- (08) 20-24 years
- (09) 25 or more years

7. What was the last position you held prior to becoming a high school principal?

Select only one answer.

- (01) Teacher
- (02) Assistant principal of an elementary or middle level school
- (03) Assistant principal of a high school
- (04) Principal of an elementary or middle level school
- (05) Guidance counselor
- (06) Other - education, specify:
- (07) Other - non-education, specify:

8. At what age were you appointed your first principalship?

- (01) 23 or under
- (02) 24-29
- (03) 30-34
- (04) 35-39
- (05) 40-44
- (06) 45-49
- (07) 50-54
- (08) 55-59
- (09) 60 or older

9. How many years have you served as a principal, including this school year?

- (01) One year
- (02) 2-3 years
- (03) 4-5 years
- (04) 6-7 years
- (05) 8-9 years
- (06) 10-14 years
- (07) 15-19 years
- (08) 20-24 years
- (09) 25 or more years

10. How long have you been a principal in this school, including this school year?

- (01) One year
- (02) Two years
- (03) Three years
- (04) 4-5 years
- (05) 6-8 years
- (06) 9-11 years
- (07) 12-14 years
- (08) 15-17 years
- (09) 18 or more years

11. What grades are included in your school?

- (01) Kindergarten - 12
- (02) 1-12
- (03) 7-12
- (04) 8-12
- (05) 9-12
- (06) 10-12
- (07) 11-12
- (08) Other, specify:

12. How many high school students (grade 9 and above) were enrolled in your school on October 1st of the current school year?

- (01) Fewer than 250
- (02) 250-499
- (03) 500-749
- (04) 750-999
- (05) 1,000-1,499
- (06) 1,500-1,999
- (07) 2,000-2,499
- (08) 2,500 or more

Part 2.

13. ***Duties and Responsibilities of Assistant Principals.*** Principals have final responsibility for everything that happens in a school, but assistant principals share in differing degrees in that responsibility. Listed below are duties that are commonly delegated by the building level principal to the assistant principal(s). Indicate the degree of importance you believe each delegated duty has for an assistant principal's preparation for promotion to the building level principalship.

<i>Degree of importance for preparation for promotion to the building level principalship.</i>	Degree of Importance				
<p>In the appropriate column, indicate the degree of importance you believe the delegated duty as for preparation for promotion to the building level principalship.</p> <p>Choose the number:</p> <p><i>(01) Least importance</i></p> <p><i>(02) Minor importance</i></p> <p><i>(03) Average importance</i></p> <p><i>(04) Major importance</i></p> <p><i>(05) Most importance</i></p>	L	M	A	M	M
	E	I	V	A	O
	A	N	E	J	S
	S	O	R	O	T
	T	R	A	R	
			G		
			E		
<p>Degree of Importance for:</p> <p><i>Curriculum and Instruction</i></p> <p>(01) Articulation with feeder schools</p> <p>(02) Curriculum development</p> <p>(03) Evaluation of teachers</p>	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

(04)	Innovations, experiments, and research	1	2	3	4	5
(05)	Instructional media and material	1	2	3	4	5
(06)	Instructional methods	1	2	3	4	5
(07)	Instructional technology and software	1	2	3	4	5
(08)	School-wide examinations	1	2	3	4	5
(09)	School master schedule	1	2	3	4	5
(10)	Staff in-service	1	2	3	4	5
(11)	Textbook selection	1	2	3	4	5
(12)	Work-study program	1	2	3	4	5
Degree of Importance for: <i>Community Relations</i>						
(13)	Administrative representative at community functions	1	2	3	4	5
(14)	Adult education program	1	2	3	4	5
(15)	Coordinating community resources for instruction	1	2	3	4	5
(16)	Informing public of school achievements	1	2	3	4	5
(17)	Liaison with community youth-serving agencies	1	2	3	4	5
(18)	Parent-Teacher Association	1	2	3	4	5
(19)	School alumni association	1	2	3	4	5
(20)	School public relations program	1	2	3	4	5
(21)	School participation in community fund drives	1	2	3	4	5
Degree of Importance for: <i>School Management</i>						
(22)	Building use – nonschool-related	1	2	3	4	5
(23)	Building use – school-related	1	2	3	4	5
(24)	Cafeteria services	1	2	3	4	5
(25)	Clerical services	1	2	3	4	5
(26)	Computer/Technology services	1	2	3	4	5
(27)	Custodial services	1	2	3	4	5
(28)	Emergency arrangements	1	2	3	4	5
(29)	Graduation activities	1	2	3	4	5
(30)	Noninstructional equipment and supplies	1	2	3	4	5
(31)	School budget	1	2	3	4	5
(32)	School calendars	1	2	3	4	5
(33)	School daily bulletins	1	2	3	4	5
(34)	School financial accounts	1	2	3	4	5
(35)	School policies	1	2	3	4	5
(36)	Special arrangements at start and close of school year	1	2	3	4	5
(37)	Transportation services	1	2	3	4	5
Degree of Importance for: <i>Staff Personnel</i>						
(38)	Faculty meetings	1	2	3	4	5
(39)	Orientation program for new teachers	1	2	3	4	5
(40)	Student teacher	1	2	3	4	5

(41)	Substitute teachers	1	2	3	4	5
(42)	Teacher “duty” rosters	1	2	3	4	5
(43)	Teacher personnel records	1	2	3	4	5
(44)	Teacher incentive, motivation	1	2	3	4	5
(45)	Teacher selection	1	2	3	4	5
Degree of Importance for: <i>Student Activities</i>						
(46)	Assemblies	1	2	3	4	5
(47)	Athletic program	1	2	3	4	5
(48)	School club program	1	2	3	4	5
(49)	School dances	1	2	3	4	5
(50)	School newspaper	1	2	3	4	5
(51)	School traffic or safety squad	1	2	3	4	5
(52)	Student council	1	2	3	4	5
(53)	Student photographs	1	2	3	4	5
(54)	Student store	1	2	3	4	5
Degree of Importance for: <i>Student Services</i>						
(55)	Financial aid for students	1	2	3	4	5
(56)	Guidance program	1	2	3	4	5
(57)	Instruction for home-bound students	1	2	3	4	5
(58)	Medical, dental, and health services	1	2	3	4	5
(59)	Orientation program for new students	1	2	3	4	5
(60)	Relationship with educational and employer representatives	1	2	3	4	5
(61)	School assistance to students in transition from school to post-school life	1	2	3	4	5
(62)	Special education (IEPs)	1	2	3	4	5
(63)	Student attendance	1	2	3	4	5
(64)	Student discipline	1	2	3	4	5
(65)	Student testing program	1	2	3	4	5

14. Who assigns the duties and responsibilities of assistant principals in your school?

- (01) Principal alone
- (02) Superintendent alone
- (03) School board alone
- (04) Principal in conference with assistant principal
- (05) Principal in conference with superintendent and assistant principal
- (06) Principal in conference with superintendent, school board, and assistant principal
- (07) Principal and superintendent
- (08) Principal and school board
- (09) Principal with superintendent and school board
- (10) Superintendent and school board
- (11) Other, please specify:

Appendix D

Informed Consent Letter for Principals

October 1, 2009

I am a high school assistant principal at Park Hill High School in Kansas City, MO. I am currently completing my dissertation at the University of Missouri and am asking for your help. I am conducting research on duties typically assigned to high school assistant principals and their importance for preparation for promotion to the high school principalship. All surveys are anonymous and confidential. All data will be collected by a third party and your responses will not be linked to you. If you are willing to participate and take 15-20 minutes of your time to complete the survey, please follow this link:

<http://survey.nwmissouri.edu/pres/rws4.pl?FORM=SurveyforHighSchoolPrincipals>

I know you are very busy and I am very appreciative of your willingness to assist with this study. If you want to know more about this research project, or wish to have access to the results of this research project, please contact me at the phone number, address, or email listed below. This project has been approved by the Institutional Review Board at the University of Missouri - Columbia and Northwest Missouri State University. Once again, thank you for your assistance with this study.

Deborah Miller
Assistant Principal
Park Hill High School
7701 NW Barry Rd.
Kansas City, MO 64153
816-359-5894
millerd@parkhill.k12.mo.us

Appendix E

Survey for Assistant High School Principals

11. What is your sex?

- (03) Male
- (04) Female

2. What is your age?

- (10) 23 or under
- (11) 24-29
- (12) 30-34
- (13) 35-39
- (14) 40-44
- (15) 45-49
- (16) 50-54
- (17) 55-59
- (18) 60 or older

3. With which ethnic group would you identify yourself?

- (07) White
- (08) Black
- (09) Hispanic
- (10) American Indian
- (11) Asian
- (12) Other

4. What is the highest degree you have earned?

- (11) Master's Degree in Education
- (12) Master's Degree not in Education
- (13) Master's Degree plus some additional graduate work
- (14) Educational Specialist, six-year program or equivalent
- (15) Master's Degree plus *all course work* for a doctorate
- (16) Doctor of Education
- (17) Doctor of Philosophy

5. How many years of *teaching* experience, regardless of level, did you have prior to taking your present position? Do not include years as a full-time administrator, supervisor, counselor, psychologist, or librarian.

- (10) None
- (11) One year
- (12) 2-3 years
- (13) 4-6 years
- (14) 7-9 years
- (15) 10-14 years
- (16) 15-19 years

- (17) 20-24 years
- (18) 25 or more years

6. At what career point did you decide to enter educational administration?

- (01) About the same time I decided to enter the education profession.
- (02) After my first few years in the profession.
- (03) After considerable experience (5 years or more)

7. What was the last position you held prior to becoming a high school assistant principal? **Select only one answer.**

- (08) Teacher
- (09) Assistant principal of an elementary or middle level school
- (10) Assistant principal of another high school
- (11) Principal of an elementary or middle level school
- (12) Guidance counselor
- (13) Other - education, specify:
- (14) Other - non-education, specify:

8. At what age were you appointed your first assistant principalship?

- (10) 23 or under
- (11) 24-29
- (12) 30-34
- (13) 35-39
- (14) 40-44
- (15) 45-49
- (16) 50-54
- (17) 55-59
- (18) 60 or older

9. Duties and Responsibilities of Assistant Principals. Principals have final responsibility for everything that happens in a school, but assistant principals share in differing degrees in that responsibility. Listed below are duties that are commonly delegated by the building level principal to the assistant principal(s).

RESPONSIBILITY	N O T A P P L I C A B L E	Degree of Responsibility		
		S L I G H T	S H A R E D	F U L L
In the appropriate column, indicate the degree of responsibility you have for each duty delegated.				
1. Slight – The principal or other upper level administrator does the job. I may aid at his or her direction.				
2. Shared – Delegated with close supervision; the principal and I work together.				
3. Full- Delegated with general supervision; I am responsible for this job. Other Assistant Principals may or may not be responsible for this job, as well.				
Not Applicable – I have no responsibility for this job.				
Degree of Responsibility for:				
(66) Coordination of building use for nonschool-related activities	<input type="checkbox"/>	1	2	3
(67) Supervision of school’s work-study program	<input type="checkbox"/>	1	2	3
(68) Articulation with feeder schools	<input type="checkbox"/>	1	2	3
(69) School store	<input type="checkbox"/>	1	2	3
(70) School alumni association	<input type="checkbox"/>	1	2	3
(71) Textbook selection	<input type="checkbox"/>	1	2	3
(72) Instructional methods utilized by teachers	<input type="checkbox"/>	1	2	3
(73) Coordinating the adult education program	<input type="checkbox"/>	1	2	3
(74) Student photographs	<input type="checkbox"/>	1	2	3
(75) Evaluation of teachers	<input type="checkbox"/>	1	2	3
(76) Development of school policies	<input type="checkbox"/>	1	2	3
(77) Student discipline	<input type="checkbox"/>	1	2	3
(78) Student attendance	<input type="checkbox"/>	1	2	3
(79) Student testing program	<input type="checkbox"/>	1	2	3
(80) Coordination and supervision of graduation activities	<input type="checkbox"/>	1	2	3
(81) Teacher selection	<input type="checkbox"/>	1	2	3
(82) Coordinating community resources for instruction	<input type="checkbox"/>	1	2	3
(83) Medical, dental, and health services for students	<input type="checkbox"/>	1	2	3
(84) Special Education Program (IEPs)	<input type="checkbox"/>	1	2	3
(85) Orientation program for new teachers	<input type="checkbox"/>	1	2	3

10. Who assigns the duties and responsibilities of assistant principals in your school?
- (12) Principal alone
 - (13) Superintendent alone
 - (14) School board alone
 - (15) Principal in conference with assistant principal
 - (16) Principal in conference with superintendent and assistant principal
Principal in conference with superintendent, school board, and assistant principal
 - (17) Principal and superintendent
 - (18) Principal and school board
 - (19) Principal with superintendent and school board
 - (20) Superintendent and school board
 - (21) Other, please specify:

Appendix F

Informed Consent Letter for Assistant Principals

March 2, 2010

Dear Colleague,

I am a high school assistant principal at Park Hill High School in Kansas City, MO. I am currently completing my dissertation at the University of Missouri and am asking for your help. I am conducting research on duties typically assigned to high school assistant principals and their importance for preparation for promotion to the high school principalship. All surveys are anonymous and confidential. Your responses will not be linked to you. If you are willing to participate and take only 8-10 minutes of your time to complete this short 10 item survey, please follow this link:

<http://www.surveymonkey.com/s/DPL3ZWC>

I know you are very busy and I am very appreciative of your willingness to assist with this study. If you want to know more about this research project, or wish to have access to the results of this research project, please contact me at the phone number, address, or email listed below. This project has been approved by the Institutional Review Board at the University of Missouri - Columbia and Northwest Missouri State University. Once again, thank you for your assistance with this study.

Deborah Miller
Assistant Principal
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Appendix G

Survey for High School Principals Descriptive Statistics

Table G1

Survey for High School Principals Descriptive Statistics

Item	N	M	SD
Work-study program	31	2.10	0.978
Student store	31	2.23	1.117
Adult education program	31	2.32	1.013
Textbook selection	31	2.35	0.985
Building use – nonschool-related	31	2.55	0.995
School alumni association	31	2.58	0.958
Student photographs	31	2.61	1.054
Medical, dental, and health services	31	2.65	1.081
Coordinating community resources for instruction	31	2.74	1.094
Articulation with feeder schools	31	2.77	0.845
Financial aid for students	31	2.77	1.087
Cafeteria services	31	2.87	1.088
School participation in community fund drives	31	2.87	1.024
School dances	31	2.94	0.964
School daily bulletins	31	2.94	1.181
Assemblies	31	2.98	0.912
Liaison with community youth-serving agencies	31	2.97	0.948
Substitute teachers	31	2.97	0.912
Noninstructional equipment and supplies	31	2.97	0.912

Instructional media and materials	31	3.00	0.966
Instruction for home-bound students	31	3.00	1.125
School traffic or safety squad	31	3.03	1.169
Student council	31	3.03	1.110
Student teachers	31	3.06	0.892
Teacher “duty” rosters	31	3.10	1.136
School newspaper	31	3.10	1.076
Transportation services	31	3.13	0.991
Relationship with educational and employer representatives	31	3.19	0.980
Custodial services	31	3.23	0.921
School club program	31	3.23	0.921
Instructional technology and software	31	3.26	0.999
Clerical services	31	3.29	0.864
Computer/Technology services	31	3.29	0.902
Athletic program	31	3.42	0.923
Teacher personnel records	31	3.48	1.180
School public relations program	31	3.52	0.890
School assistance to students in transition to post-school life	31	3.52	0.936
Parent-Teacher Association	31	3.52	1.029
School calendars	31	3.55	1.150
Innovations, experiments, and research	31	3.65	0.950
Building use – school-related	31	3.65	0.985
Informing public of school achievements	31	3.68	1.013
School budget	31	3.74	1.064
School financial accounts	31	3.74	1.154

Orientation program for new students	31	3.77	0.921
Administrative representative at community functions	31	3.77	0.762
Guidance program	31	3.81	0.946
School master schedule	31	3.84	0.860
Emergency arrangements	31	3.87	1.176
School-wide examinations	31	3.87	0.991
Staff in-service	31	3.90	0.597
Special arrangements at start and close of school year	31	3.97	0.706
Faculty meetings	31	4.03	0.706
Curriculum development	31	4.03	0.752
Teacher incentive, motivation	31	4.03	0.875
Graduation activities	31	4.06	1.031
Special Education (IEPs)	31	4.10	0.870
Orientation program for new teachers	31	4.16	0.638
Student testing program	31	4.19	0.792
Student attendance	31	4.23	0.844
School policies	31	4.42	0.720
Student discipline	31	4.42	0.672
Instructional methods	31	4.42	0.564
Teacher selection	31	4.48	0.769
Evaluation of teachers	31	4.52	0.626

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