

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

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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.