

LİSE MÜDÜR YARDIMCILARI ÜZERİNE LİTERATÜR TARAMASI

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ÖZET

Lise müdür yardımcıları konusunda yapılmış araştırmalara pek rastlanılmadığı gibi, araştırmacılar tarafından da bu konuya yeterli ilgi gösterilmemektedir. Araştırmacının yaptığı literatür taramasına göre, müdür yardımcıları özellikle disiplin sorunları başta olmak üzere çok değişik görevleri yerine getirmelerine karşın literatürde onların görev ve sorumlulukları ile ilgili pek fazla araştırmaların olmadığı, halbuki müdür yardımcılığı mesleğinin bir zorunluluk sonucunda ortaya çıktığı vurgulanmaktadır.

Anahtar Kelimeler: Müdür yardımcısı, disiplin, lise.

ABSTRACT

This review of the literature summarizes the extant of information pertinent to this study and provides information about the assistant principalship. The researcher has examined the literature and found the many and varied duties and responsibilities carried out by assistant principals. Although the literature is limited on the description of the duties and responsibilities of assistant principals, it does show that the assistant principal position developed as a result of necessity.

Key Words: Assistant principal, discipline, high school.

INTRODUCTION

This review of literature regarding secondary school assistant principalship will describe some of the work done regarding the position of the assistant principal. It was designed to examine the role of the assistant principal from 1926 to the present day in order to identify and evaluate its duties and responsibilities. The need for this type of study was established, principally to assist in preparing administrative programs, to inform practicing and aspiring administrators and to develop plans for more effective utilization of the secondary school assistant principal.

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There has not been extensive research done on the position of assistant principalship. It has been one of the main purposes of this study to investigate the role of the assistant principals and to expand the information available to the field of educational administration and research.

The Roles and Responsibilities of the Assistant Principals

The earliest known study of assistant principalship was conducted by VanEman (1926), reported in Gillespie (1961)¹. A survey took place in Ohio high schools where 52 assistant principals were asked to list their specific duties, most of which were clerical tasks, supervising extra-curricular events, and meeting with parents. For many years the VanEman study was cited as the primary authority on the role of the assistant principal even though it is of interest to note that most of the respondents were females who worked primarily with female students.

Further discussion of the role of the assistant principal is offered by Foster in 1928 (cited in Auclair, 1991)². This is a description of the status of the position at that time. He commented that while assistant principals were found primarily in larger schools, the smaller schools sometimes had teachers performing these duties on a part-time basis. The work of the assistant principal tended to involve more policy executing than policy making such as disciplinary management, control of equipment, assisting in the supervision of instruction and running the school in the principal's absence, these tasks having been determined by the principal.

Boardman et al. (1946)³ report on two studies of the role of assistant principals. The first was conducted by Gran of 21 assistants in Wisconsin who found that the assistant principals were largely responsible for student attendance, curriculum and discipline. The second study was by Holt of 35 assistant principals in Minnesota. Holt's study reported that the duties of the assistant principals were mostly clerical. However, they also shared some responsibility in curriculum, school control, and extra-curricular activities. Though both researchers were pioneers in this field very little responsibility for classroom supervision is mentioned in either study.

¹ Charles VanEman, "Functions of the Assistant Principal and Other Assistant Executives", Education Research Bulletin, 5 (1926 March), pp.148-150 cited by T. M. Gillespie "The Assistant Principal: Status, Duties and Responsibilities", NASSP Bulletin, 45, (December 1961), p.65.

² H. Foster, High School Administration, New York: The Century Company.

³ C. W. Boardman, J. M. Gran, & A. E. Holt, "The Duties And Responsibilities Of The Assistant Principal In The Secondary School", Bulletin of the National Association of Secondary School Principals, 30 (1946), pp. 3-11.

Another survey was completed by Long in 1957, (cited in Auclair, 1991) ⁴in which 355 assistant principals in New York State reported the most common duties. These duties included substituting for the principal, handling teacher and student complaints while dealing with student misconduct. This study further supports the idea that the role of the assistant principal at that time was more concerned with managing students and with routine operations of the school than with instructional leadership.

Research and articles concerning the duties and responsibilities of an assistant principal have provided a large quantity of information. Greenfield (1985b) ⁵contested that while some of the literature on the role of assistant principal points out that the role itself is unclear, most of the literature still focuses on what the duties of the assistant principal may be. The fact that assistant principals oversee many different types of duties, bringing about something different in each day, caused the assistant principalship to lack a clearly defined list of duties and responsibilities. Assistant principals have no consistent, well defined job description, clearly stated duties, or method of evaluating outcomes from accomplished tasks according to the study done by Marshall (1992)⁶, and Reed and Conners (1982)⁷. This lack of definition often creates a feeling of frustration in the assistant principalship.

In their 1983 study, Bates and Shank⁸ commented that “when students, parents, or assistant principals themselves are asked to describe the assistant principal’s job, a common response is discipline, attendance, and supervision of student activities” (p. 12). The role of assistant principal is usually one that completes a number of tasks the principal does not want to do and is based on the amount of power the principal is willing to share or delegate to them.

According to the Assistant Principals Commission in 1980 (cited in Scoggins, 1993) ⁹the role of the assistant principal differs greatly depending upon the needs and enrollments, strength of personnel, and characteristics of the administration within the school system. According to this group the many different types of duties that the assistant principal is expected to

⁴ C. M. Long, “Duties Of Secondary-School Vice –Principals”, Bulletin a of The National Association Of Secondary-School Principals, 41, (1957), pp. 26-37.

⁵ D. Greenfield, “Studies of the Assistant Principalship: Toward New Avenues Of Inquiry” Education And Urban Society, 18 (1), (1985a), pp. 7-27.

⁶ Marshall, “Professional Shock: The Enculturation of The Assistant Principal”, Education And Urban Society, 18 (1), (1985), pp.28-58.

⁷ B. Reed ve D. A. Conners, “The Vice Principalship In Urban High Schools: A Field Study”, Urban Education, 16 (4), 1982), pp. 465-481.

⁸ C. Bates and J. G. Shank , “The Associate Principalship: A Better, More Effective Way To Manage Schools”, NASSP Bulletin, 67 (462), (1983), p.111.

⁹ he Assistant Principals Commission, The Role Of The Assistant Principal. Madison, Wisconsin: Association Of Wisconsin School Administrators, (1980).

perform make it impossible to provide a clear single definition for the role of assistant principal. This group went on to comment that most assistant principals act mainly as disciplinarians and chaperons to the student's attendance, and see these two duties as the primary responsibility of the assistant principal.

The major function of the assistant principal was also commented upon by three remarkable studies. The responsibilities of discipline and bus duty as the most important tasks of an assistant principal were stated by Buckner and Jones (1990)¹⁰; Nickerson and Rissmann-Joyce (1991)¹¹ continued that assistant principals often experienced frustration from only acting as disciplinarians; and the third study, by Hassenpflug (1991)¹², commented that the assistant principal generally had five major responsibilities: (1) disciplining students, (2) distributing textbooks, (3) supervising the cafeteria, (4) assigning lockers and (5) attending students activities. She went on to state that other administrative staff could implement these tasks.

Reed and Conners commented in 1982 (cited in Scoggins, 1993)¹³ that the major duty of the assistant principal was discipline, which included counseling, supervision of students when not in class, coordination of extra curriculum activities, and the calendar for school activities; while Brown and Rentschler (1973)¹⁴ commented that the assistant principal's duties included discipline, building maintenance, school activities, student personnel services, curriculum, athletics, and staff recruitment as being among the duties and responsibilities of the assistant principal. According to Panyako and Rorie (1987: 6)¹⁵, the assistant principal has always dealt with "supervision of buses, cafeteria, student lockers, sports events, fund rising, buildings and grounds and student behavior management commonly known discipline."

In conclusion: The day to day operations of keeping a school running smoothly takes up much of the work that most of the assistant principals perform every day, although these same assistant principals have many other

¹⁰ K. Buckner ve L. Jones, "In Search Of Strong Administrators- A Worthy Investment", NASSP Bulletin, 74, (529), (1990), pp. 20-25.

¹¹ . C. Nickerson ve S. Rissmann-Joyce, "Assistant Principal Breaks From The Past, NASSP Bulletin, 75 (534), (1991), pp.102-104.

¹² Hassenpflug, Commentary, "What Is The Role Of The Assistant Principal? NASSP Assistant Principal Special Newsletter, 7 (1), (1991), pp. 1-7.

¹³ Reed and Conners, a.g.m., 481.

¹⁴ G. L. Brown ve J. E. Rentschler, "Why Don't Assistant Principals Get The Principalship?" Bulletin Of The National Association Of Secondary School Principals, 57: (1973), pp. 36-47.

¹⁵ D. Panyanko ve L. Rorie, "The Changing Role Of The Assistant Principal", NASSP Bulletin, 71 (1987), (501), pp. 6-8.

important responsibilities with an extremely wide array of tasks in and around their schools.

The Positions of Contemporary Assistant Principals

In recent years, researchers have examined the role of the assistant principal in an attempt to assimilate the published information about the position. One of the scholars is Greenfield (1985b)¹⁶ who wrote an extensive article that updates and clarifies the research up to that time. Greenfield (1985b) finds that though the role of the assistant principal has received little attention from either researchers or school personnel, it is nonetheless acknowledged to be an essential position in the school. Greenfield cites and praises the 1970 work done by Austin and Brown and agrees with them that assistant principals take on too many custodial functions which do not prepare them adequately for leadership roles of greater responsibility. Another article by Reed and Himmler (1985) showed in a well organized manner the work of the assistant principal in relation to the school as an organization. According to Reed and Himmler,¹⁷ “secondary assistant principals as school administrators are charged with establishing and maintaining organizational stability” (p. 82), including many supervisory duties involving what the researchers call supporting, monitoring, and disciplining.

The work of assistant principal centering around various caretaker tasks such as routine clerical tasks, custodial duties, checking attendance, disciplining students and other managerial duties were reported by Koru in 1993.¹⁸ She found that the assistant principals in her study were seldom given any instructional improvement activities with the exception of teacher evaluation duties which were generally given to the assistant principals out of necessity because of the magnitude of the number of teachers.

In a 1987 national survey prepared by Pellicer and others¹⁹, comprehensive questions concerning sixty-five duties traditionally delegated to assistant principals were grouped into the same six major areas of responsibility, as in the 1970 Austin and Brown²⁰ study, and analyzed. An attempt was made to explore the assistant principal’s functions, the

¹⁶ Greenfield, a.g.m., 27.

¹⁷ D. B. Reed ve A. H. Himmler, “The Work Of The Secondary Assistant Principalship: A Field Study” Education And Urban Society, 18 (1), (1985). 59-84.

¹⁸ J. M. Koru, “The Assistant Principal: Crisis Manger, Custodian, Visionary?” NASSP Bulletin, 77 (556), (1993), pp. 67-71.

¹⁹ L.O. Pellicier and L.O. Anderson, “High School leaders and their schools”, Vol 1, National Profile, Reston:NASSP.

²⁰ B. D. Austin ve H. L. Brown Report of the Assistant Principalship of the Study of the Secondary School Principalship Reston, VA: National Association Of Secondary School Principals, (1970).

importance of those functions, and how his/her role has changed over time because the assistant principalship was defined as an integral part of the principalship.

Marshall (1992)²¹ made observations about assistant principal's tasks and roles by using both a literature review and her insights which she gained from her analyses of the case studies of 20 assistant principals. Marshall reported that the role is characterized by role ambiguity, role conflict, and role overload. She found that the role ambiguity that assistant principals experience arises from the fact that they tend not to have consistent, well-defined job descriptions and are assigned duties that include many gray areas. In her 1985 study Marshall²² further stated that the activities of the assistant principals did not include serious reflection, reading, study of new materials or programs, nor did it include serious professional training. Furthermore, the assistant principals were not responsible for addressing what was needed to improve the instructional systems within the school. She went on to comment that a redefining and restructuring of the role of assistant principal was needed, currently their tasks were often "whatever the principal wished." In the term "professional shock", Marshall described assistant principals struggling to appear calm and trying to remain loyal to their principal while searching for ways to change from teacher to administrator.

Other researchers made studies with results that echoed the previous information. NASSP's Council on the Assistant Principalship (1991)²³ in discussing the restructuring of the assistant Principalship said that actualization of the dynamic and personal abilities of this key actor in the educational process is necessary. No longer should the assistant principal be given responsibility only for discipline and attendance; that assignment does not use the full capabilities of the individual.

Other authors, among them Roderick (1986)²⁴, Greenfield (1985a) and Panyako and Rorie (1987)²⁵ are calling for a change in the perception of the assistant principal. Because schools have become more complex and expectations of schools have increased, the role of the assistant principal must be redefined so that he or she may contribute more to the productivity of the school.

²¹ Marshall, a.g.m., 35.

²² Marshall, a.g.m., 28.

²³ NASSP Council On The Assistant Principalship, Restructuring The Role of the Assistant Principal, National Association Of Secondary School Principals, Reston, Virginia, 1991.

²⁴ L. Rodrick, "Between Us Principals: Working With Assistant Principals To Achieve Maximum Value", NASSP Bulletin, 70, (1986), 90-93.

²⁵ D. Panyanko ve L. Rorie, "The Changing Role of the Assistant Principal. NASSP Bulletin, 71 (501), (1987). 6-8.

On the other hand, researchers have different opinions about the assistant principal's job and possible ways in which it could be changed and improved. One of the recommendations made by Howley (1985)²⁶ is that assistant principals continue to teach at least one class a day. Parsons (1985:9) advises assistant principals to have many different expectations including to expect "a significantly different type of workday, and increased number of weekend and evening commitments, changed relationships with students and parents, and changed relationships with teachers."

In the same vein, Peterson, Marshall, and Grier (1987)²⁷ have offered another challenge to the years of dogma pertaining to the assistant principalship. They suggested a possible remedy for the fact that the role of assistant principals and their career path or their place in the school system have been largely ignored; they suggest an assistant principal's academy that would provide formal training and on-the-job socialization. Furthermore, they asserted that the assistant principals' academy represents one of the newest mechanisms for ensuring a high quality pool of effective principals. Assistant principal academies would provide administrators as well as future administrators with rigorous training, extensive socialization, and a renewed understanding of the role, not unlike the principal academies in Tennessee, institutes at Vanderbilt, and centers at Harvard. In particular, the primary objective of these academies is to work with teachers, central office administrators, and incumbent assistant principals before their administrative orientations have been developed. Taking advantage of a time when they are open to more innovative ways of filling administrative roles.

Peterson, Marshall, and Grier (1987)²⁸ acknowledged that although the purpose of this academy is both to recruit and develop future school leaders, it also provides a critical examination of special dilemmas faced by assistant principals. This examination starts with a presentation about role conflict, overload, and ambiguity; superior-subordinate relations; separations from former colleagues; and problems of gaining satisfaction with the job and lowering stress, as well as the potential for career movement.

Challenges of the Secondary School Assistant Principals

It became natural that the assistant principal should be given the tasks of handling discipline and monitoring absenteeism or planning attendance procedures; however, these responsibilities brought negative side effects. For this reason, the assistant principal was regarded by students as the antagonist as he dealt with the discipline cases. Because the assistant principal was seen

²⁶ P. Howley , "The Assistant Principalship-Changes, Speculations Offered", NASSP Bulletin, 69: (1985 January), 88-89.

²⁷ K. D. Peterson, C. Marshall ve,T. Grier, "Academies For Assistant Principals", Educational Leadership, 45 (1), (1987), 47-48.

²⁸ Peterson, Marshall ve Grier, a.g.m. 47.

by the students in the negative context of only executing punishment, many assistant principal found the role to bring little job satisfaction (Collins, 1976)²⁹.

The other important problem of assistant principals was identified as the denial of the opportunity to work in areas which the administrator expected to work causing the concept of role frustration. The 1971 study by Kindsvatter and Tosi revealed that the secondary assistant principals strongly felt that they wanted more involvement in staff leadership and curriculum development which they found were essential for the assistant principalship and critical to the school program, however, assistant principals often found that other assigned tasks occupied the majority of their time to the exclusion of the more satisfying and desirable opportunities to participate in staff leadership and curriculum development.

The view that the assistant principal is an extension of the principal started from the beginning of the position. In function, duties, and roles, the assistant principal has been expected to fulfill whatever assignments she/he has been given by the principal. This approach to the position has been a central cause of confusion over the role and the dissatisfaction of many holding the position. It is this assignment of the duties the principal prefers not to do that causes dissatisfaction with the assistant principals who viewed their position as including curriculum development, staff leadership, or management of the school and operations. The assignment of those other duties the principal prefers not to do has served as a dissatisfier.

To take this one step further, the assistant principal has often been assigned unpleasant and undesirable tasks by the principal and has experienced dissatisfaction in the position which was initially perceived as one offering professional growth in administrative leadership. These subjects have not been extensively written about, one of the major reasons for this is the societal impact the schools have experienced over the past few decades catching the attendance of researchers to these issues.

Although the assistant principal's position is perceived as involving attendance, discipline, and routine procedures, the position still does not have a clear role clarification. The assistant principal has not shared this narrow perception of the role as indicated in recent studies. Secondary assistant principals have indicated a desire to have more responsibility in the area of curriculum, staff development, supervision of instruction, and teacher selection. The lack of a clear role definition has created some confusion and limited the assistant principal's functioning as a professional educator with a significant contribution to make toward improving the educational setting.

²⁹ J. D. Collins, "The Assistant Principal As Antagonist", *NASSP Bulletin*, 60 (403), (1976), 65-69.

In point of fact, university credentialing programs rarely acknowledge and address these differences. The absence of such acknowledgment causes the assistant principalship to be neglected in teaching and research as well as causing researchers to overlook critical elements in the dynamics of site level school administration. Evidence of such neglect is found in the literature employed in administrative classes. For example, two major compendiums of educational administration research ignore assistant principals: The Handbook of Research on Educational Administration (Boyan, 1988)³⁰ lists the assistantship in neither the table of contents nor the subject index, and mentions it only in one article as a location on the career path to higher positions. The Encyclopedia of School Administration and Supervision (Gorton, Schneider, and Fisher, 1988)³¹ does not mention the assistant principalship in its discussion of school administration roles. Furthermore, the assistant principalship is rarely mentioned in a review of textbooks used for initial administrative certification by university programs, and almost none explore the nature of this office.

Mazzei (1976)³² thought that assistant principals were overqualified for dealing only "...with attendance records, disciplinary problems, corridor duty, equipment problems and the many day-to-day trivia encountered in any school system" (p. 319). He felt that these type of duties could be performed by people with much less education, training and experience.

Most often, assistant principals whose jobs consisted of punishing students, became known as disciplinarians or "hatchet men." Many writers called for a change in the situation, insisting that the assistant principals "should be given the opportunity to become involved in the improvement of instruction and curriculum, public relations, and other areas which require educational leadership" (Hurley, 1965, p. 13)³³.

Although the role of the assistant principal is an important one, both in the operation of schools and as a preparation for the principalship, it is often overlooked. Greenfield (1985a)³⁴ reports that there have been few studies done on the role of the assistant principal, and very little critical thinking done on the relationship of that role to the principalship. In his 1982 study Greenfield also suggested that the role of assistant principal needs to be studied in depth. The assistant principal is generally acknowledged to be an important resource in schools, but relatively little is known about what

³⁰ N. J. Boyan, (Ed.). Handbook Of Research On Educational Administration. New York, N.Y: Longman Publishers, 1988.

³¹ R. A. Gorton, G. T. Schneider ve J. C. Fisher The Encyclopedia Of School Administration And Supervision. Phoenix, AZ: ORYX, (1988).

³² Mazzei, R. (1976). What Is A Vice-Principal? Clearing House, (3).

³³ L. Hurley, "The Vice Principal: Educational Leader Or Hatchet Man?" NASSP Bulletin, 49 (January) : (1965), 13-14.

³⁴ Greenfield, a.g.m., 23.

incumbents do on the job, or about the consequences of their role performance for the work of teachers, students, principals, and other school participants.

Another scholar on assistant principalship, Marshall 1992,³⁵ contributed that some tasks for the assistant principals “are routine, possess low visibility, lack evaluation and review, and provide no opportunity for creative, risky projects, and thus no opportunity for special recognition and reward” (p. 10). The same scholar continued to pinpoint that while the assistant principals are considered a disciplinarian, the position is not provided with enough visibility or interaction with people in a higher level of administrative positions.

Hassenpflug (1991)³⁶ supported the previous researchers by stating that the assistant principal’s full potential was not used and in fact was often misused. Hassenpflug also believes that assistant principals’ training and motivation are wasted by being assigned non managerial tasks that could easily be completed by clerical staff, teachers, counselors, community agencies, parent volunteers, or others.

Research on the assistant principalship is not extensive and that on the assistant principal as an instructional leader is virtually non-existent. It has been one of the main purposes of this study to investigate the instructional job role of the assistant principal and to expand the information base by using qualitative research methods available to the field of educational administration and research.

Instructional leadership has traditionally been uniquely defined by and in the role of principal. In contemporary school systems, the role of principal has been defined and redefined to an exact set of responsibilities and duties while in contrast, the duties for which assistant principals are responsible have rarely been precisely defined (Greenfield, 1987).³⁷ The usual responsibilities delegated to assistant principals are often menial such as discipline, bus duties, and student attendance. The majority of them want more than this. They would like to be involved in more of the instructional and day to day operations of the school.

Numerous references are made in educational literature to the lack of instructional leadership in the public schools, especially at secondary level. The lack of job role clarity and job satisfaction in the assistant principalship has also been frequently cited in the literature. The Austin and Brown (1970)³⁸ study is often mentioned in discussions about this lack of job focus and

³⁵ Marshall, a.g.m., 53.

³⁶ Hassenpflug, a.g.m., 7.

³⁷ Greenfield, a.g.m., 24.

³⁸ Austin and Brown, a.g.m., 197.

satisfaction in the assistant principalship. The present study has investigated instances in which the assistant principal is a key individual directing the instructional leadership function in the public high school. Evidence will be presented regarding the job role clarity and satisfaction of the assistant principal who plays a key role in instructional leadership in his/her school.

Since 1989, from the 723 sources identified in Dissertation Abstracts International, only 291 focused directly on the role of the assistant principal, and 332 focused directly on instructional leadership; but only 14 were related to assistant principals and their instructional leadership roles at secondary schools. Equally important, a search of the literature was conducted using the computerized ERIC system and Dissertation Abstracts in order to examine the emphasis given by the researchers in this field. The researcher also has found that there has not been much research done on assistant principals using those particular sources since 1980. The researcher discovered that only 394 articles were published focusing on assistant principals, and 1218 articles on instructional leadership. However, only 13 have been published pertaining to assistant principals and instructional leadership.

In summary, the literature strongly suggests that expectation of being a part of an administrative team with responsibilities in staff leadership and curriculum development has been denied to many assistant principals, and that the attendance and disciplinary functions have not met the expectations of the assistant principals within the position. It was found that these problems relate to the lack of a role description for the assistant principal's position.

Recommendations

As a result of the literature review, the following recommendations could be made:

1. The discipline, attendance, and bus duties should be rotated among the members of the school's administrative team so that assistant principal can play an active role in curriculum and instructional planning efforts.
2. Assistant principals should become more associated with constructive programs that help students succeed rather than their current association with a weak leadership image due to their almost total immersion in student disciplinary matters.
3. The principalship is likely to remain the initial administrative position for most educational administrators, therefore there is a need for additional understanding concerning the position.

4. The school district should budget funds and the principal should take a personal interest that would help the assistant principal to develop and grow professionally by attending conferences, workshops, and conventions.

Summary

This review of the literature summarizes the extant of information pertinent to this study and provides information about the assistant principalship who does not have clearly defined duties and responsibilities despite supervising a wide range of activities. The most common duties of the assistant principal, which haven't changed much since the position of the assistant principals was created, are student discipline, attendance, and student activity. In some school settings the high school assistant principal has been delegated the discipline responsibility. This position holder has sometimes been referred to as the "hatchet-man" for the principal, causing low job satisfaction for the assistant principal. In order to provide the assistant principal with more meaningful experiences and to involve the assistant principal in areas of instructional leadership, there is a need to develop competencies of delegation among all administrators.

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