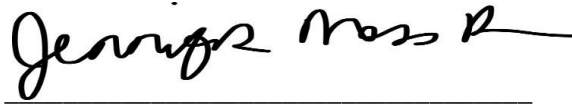




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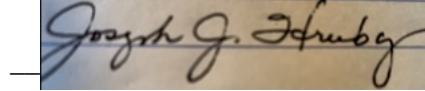
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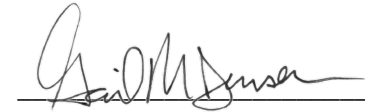
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AN EXAMINATION OF JOB COMPETENCIES AND MOTIVATION OF HIGH  
SCHOOL ASSISTANT PRINCIPALS IN OHIO PUBLIC SCHOOLS

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By  
NED W. LAUVER

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A DISSERTATION IN PRACTICE

Submitted to the faculty of the Graduate School of Creighton University in Partial  
Fulfillment of the Requirements for the degree of Doctor of Education in  
Interdisciplinary Leadership

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Omaha, NE  
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## Abstract

The purpose of this dissertation in practice study was to explore the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools. The aim of the study was to test the relationship between those variables and, using the findings, to make practical recommendations for the job design of the high school assistant principalship. A quantitative survey was used to test the relationship between job competencies and motivation in the public high school assistant principalship in Ohio. The study found positive, significant correlations between nearly all job competencies and motivation in the public high school assistant principalship in Ohio. As a result, I proposed four recommendations: First, that actual competencies be assigned to high school assistant principals in line with ideal competencies and with school and district objectives. Second, that actual competencies be aligned directly with the competencies practiced in the principalship and that high school assistant principals be mentored accordingly. Third, that job descriptions be created for high school assistant principals that target specific, limited competency areas, and that attempt to mitigate the proliferation of duties. Finally, I recommended that the study be replicated at a future date. Practically speaking, the study increased knowledge of the assistant principalship and impacted leadership pipeline considerations. In terms of future research, the study paved the way to continued research of the competencies of the high school assistant principalship, gaps between ideal and actual competencies, and sources of motivation for high school assistant principals.

*Keywords:* Education, leadership, high school assistant principals, job competencies, motivation, motivation sources, work motivation, quantitative survey

## Dedication

This dissertation is dedicated to my family: Lorna, an educator; Richard (the “other” Dr. Lauver); my wife Nikki, an educator, and our children: Julian, James, and Ethan. Lauvers never stop learning.

## Acknowledgements

Much appreciation is due for the work of my committee: Dr. Jennifer Moss Breen at Creighton, who took over mid-stream and provided a steady hand, and Dr. Joseph Hruby at Baldwin Wallace University – my teacher, mentor, colleague, and friend for more than a decade. I would also like to acknowledge the graciousness and collaborative spirit of Dr. John Kriekard, Dr. Valerie Scott, and Dr. Jay Barbuto, who did not hesitate to give me permission to use their surveys for this study.

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## CHAPTER ONE: INTRODUCTION

### **Introduction and Background**

The position of assistant principal developed in historically haphazard fashion, devoid of strategic direction or philosophical underpinnings (Gillespie, 1961). Existing research into the assistant principalship has been scant and has mainly consisted of general descriptions of job responsibilities and related challenges or overall job satisfaction (Marshall & Hooley, 2006; Morgan, 2018). Key facets of the position, such as student supervision and behavior management, have not significantly changed since the assistant principalship emerged a century ago (Hausman, Nebeker, McCreary, & Donaldson, 2002; Van Eman, 1926), although assistant principals have reported more commitment to their jobs when they were able to engage in more instructional leadership and less behavior management (Hausman et al., 2002).

### **Statement of the Problem**

Turnover in the assistant principalship, and in school leadership in general, has been a persistent concern. In one study in Texas, Fuller and Wright (as cited in Vladero, 2010) found that nearly two thirds of assistant principals no longer served in that position within five years of being hired, and nearly a third of the tracked cohort were no longer in education administration at all. Additionally, the literature has not adequately addressed what drives assistant principals (Marshall & Hooley, 2006). This study has sought to explore how assistant principals “derive meaning and purpose from their work” (Marshall & Hooley, 2006, p. 4). The study was important because it has added a key dimension to the base of knowledge about the assistant principalship that will help allow the position to be re-designed in meaningful ways, potentially mitigating burnout and overall turnover

rates. It was timely in that education has continued to undergo significant changes and challenges – student needs, the increasing impact of technology, a shifting paradigm due to COVID-19, and more – that may be addressed through the reconceptualization of jobs and roles in the field. As a result of this study, more has become known about the relationship between job competencies and motivation in the assistant principalship in Ohio and how the position might be improved in design and daily practice.

### **Purpose of the Study**

The purpose of this quantitative survey dissertation in practice study was to explore the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools. The independent variable was the actual job competencies practiced in the high school assistant principalship. The dependent variable was motivation.

Job competencies were defined as “a combination of tacit and explicit knowledge, behavior, skills, and abilities, which gives someone the potential for effectiveness in task performance” (Draganidis & Mentzas, 2006, as cited in Wei, Li, Zhang, & Liu, 2018, p. 766). Job competencies in the high school assistant principalship were conceptualized via prior research that identified six key areas of knowledge, behavior, skills, and abilities in the position: Management of school, leader in staff personnel, community relations, instructional leader, student activities, and pupil personnel (Kriekard, 1985). Job competencies were operationalized as five-point Likert-type scales of ideal, or expected, and actual competencies of the assistant principalship (Kriekard, 1985).

The dependent variable, the motivation of the assistant principal, was defined as “the psychological processes that affect people’s choices regarding their work-related

behaviors” (Piotrowski, 2010, p. 2072). Motivation at work is “the process by which behavior is energized, directed, and sustained in organizational settings” (Steer & Porter, 1991, as cited in Leonard, Beauvais, & Scholl, 1999, p. 970) and was operationalized in an exploratory manner alongside the job competencies as a five-point Likert-type scale in which respondents indicated their level of agreement or disagreement with the statement: “I feel motivated to do this [job competency] as an assistant principal.”

### **Research Question(s) and Hypotheses**

The following research question was based on the gaps identified in the comprehensive literature review, which indicated a lack of studies with regard to the assistant principalship and what motivates assistant principals in their work:

Research Question #1: What is the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools?

Job design research has indicated that the characteristics of a job have significantly impacted work outcomes (Humphrey, Nahrgang, & Morgeson, 2007). Traditionally, one of those work outcomes has been the level of internal work motivation (Hackman & Oldham, 1976). Job demands have tended to hinder an individual’s need for satisfaction, and job resources have done the opposite (De Cooman, Stynen, Van den Broeck, Sels, & De Witte, 2013). Thus, it was reasonable to examine the job competencies of the assistant principalship – the primary characteristics of the job design of the assistant principalship – in relation to self-described motivation levels. In general, assistant principals have expressed a desire to engage in more instructional leadership and less behavior management (Hausman et al., 2002), thus it was reasonable to assume that assistant principals would express more motivation in areas related to instructional

leadership, culture-building, and community relations as opposed to student supervision and behavior management. In that vein, the following hypotheses were investigated in this study (see Table 1 for summary):

Hypothesis #1: There will be a significant, positive relationship between the actual school management job competencies and motivation of high school assistant principals.

Hypothesis #2: There will be a significant, positive relationship between the actual leadership job competencies and motivation of high school assistant principals.

Hypothesis #3: There will be a significant, positive relationship between the actual community relations job competencies and motivation of high school assistant principals.

Hypothesis #4: There will be a significant, positive relationship between the actual instructional leadership job competencies and motivation of high school assistant principals.

Hypothesis #5: There will be a significant, negative relationship between the actual student activities job competencies and motivation of high school assistant principals.

Hypothesis #6: There will be a significant, negative relationship between the actual pupil personnel job competencies and motivation of high school assistant principals.

### **Aim of the Study**

The aim of this study was to test the relationship between job competencies and motivation in the public high school assistant principalship in Ohio, then to use the

findings to recommend practical changes in the job design of the high school assistant principalship to school districts and policymakers at all levels. The primary audience for these recommendations was the chief executive of a school district, which in most cases was the superintendent of schools. The results were also aimed at being of interest to district leadership teams – district office leadership personnel other than the superintendent – as well as building principals, school boards, state departments of education, and state legislators.

### **Methodology Overview**

I employed a quantitative approach to test relationships among study constructs. The target population, all public high school assistant principals in Ohio, was large and diverse. Ohio consisted of more than 600 school districts at the time of the study, categorized by eight unique typologies based on setting and level of economic disadvantage, and served in excess of 1.6 million students (Ohio Department of Education, 2013). Many districts have historically employed multiple – or even dozens – of high school assistant principals. Thus, a quantitative approach was necessary to explore the topic (Babbie, 2017).

### **Definition of Relevant Terms**

The following terms were used operationally within this study:

*Assistant principal:* A front-line, entry-level administrative position that may also be titled associate, vice, deputy, or similar. For the purposes of this study, a dean of students position was not considered an assistant principal, as they have typically been paid under teacher contracts and are members of faculty bargaining units, not administrative pay structures.

*Job competencies:* Elements of a particular job that reflect “a combination of tacit and explicit knowledge, behavior, skills, and abilities, which gives someone the potential for effectiveness in task performance” (Draganidis & Mentzas, 2006, as cited in Wei et al., 2018, p. 766). In this study, job competencies were reflected in six key areas specific to the secondary assistant principalship: management of school, leadership in staff personnel, community relations, instructional leadership, student activities, and pupil personnel (Kriekard, 1985).

*Motivation:* Defined in this study in terms of work motivation, or “The psychological processes that affect people’s choices regarding their work-related behaviors” (Piotrowski, 2010, p. 2072). A person’s motivation at work is revealed partially by “self-administered affective rewards” (Hackman & Oldham, 1976, p. 259) in which employees self-report levels of personal satisfaction, happy or unhappy feelings, and similar on the job (Hackman & Oldham, 1976).

*Ohio Association of Secondary School Administrators (OASSA):* A professional organization for middle and high school administrators in Ohio that provides consultative advice and legal services, professional development opportunities, employment listings, legislative advocacy and public relations, and more on behalf of its membership (Ohio Association of Secondary School Administrators, 2020).

*Ohio Department of Education (ODE):* The governing organization for Ohio’s system of public education. The ODE also monitors regional education providers, early learning programs, child-care facilities, and private education. The ODE administers the state assessment system, publishes state and local report card data, and is the licensing organization for Ohio’s educators. An elected State Board of Education oversees the

Department and the ODE is administered by a chief executive, the superintendent of public instruction (Ohio Department of Education, n.d-a., para 1).

*Public school:* An educational institution funded by a combination of federal, state, and local tax dollars, exclusive of brick-and-mortar or online charter schools, and open to all residents in its jurisdiction within a specified political subdivision.

*The Statistical Packet for the Social Sciences (SPSS):* SPSS is a software package used to turn raw data into information that can be used to analyze research (Scott, 2011).

### **Delimitations and Limitations**

The proposed study was delimited by several factors. First, the study was conducted among high school assistant principals in Ohio. Thus, the results did not apply to elementary or middle school assistant principals, assistant principals in other states, or employees in quasi-administrative roles, such as a dean of students. The study was also conducted in the midst of the COVID-19 pandemic and resulting “stay at home” orders issued by Ohio Governor Mike DeWine. The resulting distance learning environment instituted by Ohio school districts may have served as a delimiting factor. Additionally, the field of education could undergo future revolutionary change – for example, the rise of artificial intelligence and significant or wholesale replacement of human workers in education could render the current educational model obsolete – that would serve as a delimiting factor should it come to pass.

Quantitative survey research limited what data were collected. In the absence of a qualitative component, in-depth stories of how assistant principals felt motivated at work were lost despite the survey answers collected in the quantitative format. The time of year may have also impacted the cross-sectional survey in that assistant principals may have

felt more motivated in the fall than they did in the spring. It was also unclear as to what, if any, limiting impact the COVID-19 distance learning environment had on survey results. For example, assistant principals presumably handled far less student discipline during distance learning than when physically present on school campuses. This may have impacted their self-reported motivation levels with regard to the competency of behavior management, among others. Survey research may have also created a limitation in that multiple touch points – the informational letter, repeated contacts to attain participation, and more – were required to ensure a response. Even if the entire state’s high school assistant principal population had been contacted multiple times, response rates may still have been impacted by the length of the survey and the COVID-19 shutdown environment.

As a working assistant principal at high school level, my on-the-job experience brought potential bias to this study. I have felt personally motivated when I have engaged in teacher evaluation versus student behavior management, and I had to be careful not to project my feelings about how the high school assistant principalship is structured onto my study. I attempted to avoid bias in the survey questions by using an existing survey (Kriekard, 1985) for the independent variable. I did not allow the study to become a self-fulfilling prophecy. Using an existing, peer-reviewed survey instrument to form the basis of the survey helped mitigate some of that risk. Additionally, I shared my final instrument and personal modifications with my committee to unearth any lingering blind spots. As a final concern, I had previously met many members of the target population at conferences and/or worked with them on committees. I was careful to avoid steering my study toward specific people, tainting the survey pool, or collecting personally identifiable information.

### **Leader's Role and Responsibility in Relation to the Problem**

In this study, participants were asked to reflect on action (Schön, as cited in Valli, 1997) in their roles as high school assistant principals at the secondary level. The role of high school assistant principal is complex, as this person has traditionally lived at the intersection of students, teachers, school and district policies and personnel, and all the front-line issues inherent in the field of education. The assistant principal has faced multivariate roles and responsibilities that can lead to overload and burnout, juxtaposed with a desire for the position to become more empowered and centered on instructional leadership (Marshall & Hooley, 2006). Assistant principals that took part in this study were reflecting and completing their surveys amidst these factors.

Kriekard (1985) developed a validation of job competencies for the secondary assistant principalship and accurately described the gap between actual and ideal competencies demonstrated by secondary assistant principals. Kriekard's survey and the related leadership topic of job competencies and the assistant principalship were addressed in this study. Research has indicated that assistant principals want to engage in instructional leadership tasks (Militello, Fusarelli, Mattingly, & Warren, 2015; Sun & Shoho, 2017). This study sought to ascertain if there was a relationship between that job competency, among others, and the self-identified motivation of secondary assistant principals to take part in those competencies.

### **Significance of the Study**

The assistant principal was once described as the “general shock absorber” (Van Eman, 1926, p. 150) of the public school. That role has been largely unaltered through the decades, but little has been investigated about what motivates assistant principals (Marshall & Hooley, 2006). This study added information to the body of research about what assistant principals do, and the relationship between what they do and their personal motivation to do it.

As a result of this study, the high school assistant principalship may now be re-designed in meaningful ways. For example, although nearly all job competencies were significantly and positively correlated with levels of motivation, some relationships may be stronger than others. Furthermore, not all job competencies actually performed by assistant principals may be aligned with those of the principalship or the central office positions beyond, to which most of the study population who answered the question claimed to aspire. Additionally, further research may reveal more in-depth feelings about job competencies and motivation, research questions made possible by this survey study.

Policymakers at all levels may begin to view the assistant principalship in a new light. State officials, local boards of education, superintendents, and building leaders will now be able to take in the information and re-structure funding policies and staffing priorities to better support high school administrators, resulting in more motivated front-line administrators, more efficient schools, and increased engagement with teachers, students, and families.

### Summary

Historically, the assistant principalship developed haphazardly (Gillespie, 1961) and the research has not proven adequate to explain what motivates assistant principals in their work (Marshall & Hooley, 2006). This dissertation in practice study sought to explain what brings meaning and purpose to this work. The purpose of the quantitative survey study was to explore the potential relationship between the job competencies and motivation of high school assistant principals in Ohio public schools. The guiding research question was: What is the relationship between job competencies and motivation of high school assistant principals in Ohio public schools?

I hypothesized that there would be a significant, positive, relationship between motivation and the competency areas of school management, leadership in staff personnel, community relations, and instructional leadership, and a significant, negative, relationship between motivation and the competency areas of student activities and pupil personnel among high school assistant principals in Ohio. By answering the research question and testing the hypotheses, the study proved useful in illuminating how the public high school assistant principalship may now be re-designed to be more meaningful and effective.

A quantitative approach was employed due to the large, diverse target population. Despite the delimiting factors related to generalizability, limitations of large-scale quantitative survey research, considerations of bias, and the uncertainties presented by the COVID-19 pandemic and distance learning environment, the study was both feasible and important. Not only has the study led to considerations for future job re-design but also took place in the context of reflective leadership practices. Future professional

practice and policy issues may be impacted by the study in addition to the contribution it has made to the base of knowledge in education and implications for future research.

## CHAPTER TWO: LITERATURE REVIEW

### **Introduction**

The assistant principalship is complex yet has remained largely unaltered since its inception (Hausman et al., 2002). In providing recommendations for how the role might be changed and improved, it was critical to lay out a rationale as to why the job of the assistant principal should be re-designed as indicated in the literature (Oleszewski, Shoho, & Barnett, 2012). To provide context for the study, it was important to include a historical perspective regarding the assistant principalship, trace the position's development to its modern-day characteristics and work responsibilities, and to explore items related to work motivation so that intersections between the topics were clear.

The following literature review presented findings about the nature of the assistant principalship and the problem under study. First, literature related specifically to the assistant principalship itself was reviewed. Second, literature related to the problem statement and purpose of the study was explored, including the specific job responsibilities and satisfaction of assistant principals. Finally, relevant literature related to job design and motivation was addressed, as the theories may be cross applied to the high school assistant principalship.

### **The Assistant Principalship**

Although assistants to principal teachers could be found dating to at least 1839, there was no clear line of demarcation as to the beginning of the assistant principalship, as classroom and administrative duties were still combined (Norton, 2015). The purely administrative assistant principal may have emerged due to the dramatic increase in public school attendance at the turn of the twentieth century. Between 1870 and 1920,

high school and post-secondary enrollment burgeoned from 80 thousand students to more than 2.2 million (National Center for Education Statistics, 1993), which correlated with the demands of an industrializing economy and the enactment of compulsory attendance laws during that time period. Superintendents, who had been personally leading school buildings, moved into full-time district supervisory roles (Glanz, 1994). Principals, who were still in classrooms as the “principal” educators of schools, moved away from their teaching duties to run buildings full-time (Glanz, 1994). As this trend continued, the number of secondary assistant principals continued to grow, particularly during the post-World War II era (Norton, 2015).

One key mid-twentieth century study indicated that the rapid growth and change experienced by society, the schools, and the educational bureaucracy may have resulted in an assistant principalship that was created out of pure necessity and thus developed without strategic direction or governing philosophy (Gillespie, 1961). There were, however, distinct themes that emerged from the literature regarding the job responsibilities of the secondary assistant principal: Assistant principals were universally assigned the management of the student population, and all other duties varied widely (Davis & Moore, 1965). This was confirmed in the first intensive nationwide study of the assistant principalship by Austin and Brown (1970) on behalf of the National Association of Secondary School Principals (NASSP), in which the position was deemed essential and encompassed a wide variety of duties, but primarily dealt “with people in some degree of distress or disaster” (p. 76) and general day-to-day crisis management items. In a follow-up study by the NASSP, a list of 30 day-to-day duties was developed, encompassing student discipline, teacher evaluation, student attendance, and school

policies at the “most frequent” end of the spectrum, and everything from teacher motivation and staff in-services to school calendars, club programs, and dances at the “least frequent” end of the spectrum (Pellicer, Anderson, Keefe, Kelly, & McLeary, 1988, as cited in Daresh, 2004).

Through the decades, these basic responsibilities of the assistant principalship have remained largely unchanged. Glanz’s (1994) population consisted of 200 assistant principals in New York. Hausman et al. (2002) surveyed 125 assistant principals in Maine. In both cases, student discipline was identified as the top priority and other job responsibilities varied widely, from school scheduling, ordering textbooks, conferencing with parents, and evaluation of teachers (Glanz, 1994) to interacting with the hierarchy of the school district, public relations, and instructional leadership (Hausman et al., 2002).

In practitioner publications, Simpson (2000) cited “a much broader range of tasks than that of disciplining students” (p. 3), including assisting staff with myriad challenges and assisting with the creation and implementation of curriculum and the master schedule, through the creation and maintenance of a safe learning environment and student discipline. Mason (2007) described the assistant principalship as akin to entering a fire. Although Mason initially described the duties of the assistant principal as limited in scope – attendance, discipline, class coverage – Mason also delineated many other duties that might be assigned to the assistant principal based on the discretion of the building principal, such as evaluating staff, the master schedule, and special event planning. Daresh (2004) pointed out the substantial addition, in recent decades, of special education issues to the assistant principal’s plate, particularly in terms of service to Individualized Education Program (IEP) teams. It is therefore no surprise that Kafele

(2020) referred to the assistant principalship as “the most misunderstood and underutilized position in education” (pg. xv), though this was presumably not due to a lack of duties.

### **Discipline and Student Management**

Job responsibilities involving direct or indirect discipline and general management and supervision of students represented a constant fixture in the literature regarding the position of the assistant principal, particularly at the secondary level. Van Eman’s (1926) landmark study during the early days of the assistant principalship indicated that three of the top five duties of the assistant principal in large high schools in Ohio were the supervision of girls’ clubs, attendance, and extracurricular activities, common student management activities. Little had changed by the turn of the twenty-first century, with the largest portion of an assistant principal’s time devoted to the management of students, supplemented by the organizing and supervision of co-curricular activities (Hausman et al., 2002). By that time, the role may have taken on the air of self-fulfilling prophecy, with assistants no longer considered for major instructional leadership responsibilities, such as designing curriculum and related programming, due to this powerful historical precedent (Glanz, 1994).

An early case study of the duties performed by a woman assistant principal at a high school in Cleveland, Ohio indicated that the role of the assistant principal was largely the same for men and women, if often segregated by gender at that time (Carr, 1930). The assistant principal in that study spent most of her time engaged in direct student supervision, meetings and phone calls related to student supervision and/or attendance concerns, and logistical work with behavioral management undertones, such

as the management of the gymnasium and the pupil assistants employed there (Carr, 1930). Similarities to the modern-day assistant principalship were again striking. When a girl was referred to the office for assistance, the assistant principal in Carr's (1930) case study would refer to the girl's school record, conduct an interview with her parents, possibly refer her to the nurse or an outside agency in the event of physical or mental health needs, and generally attempt to arrange for personalized solutions related to the girl's difficulties and needs. In other words, the assistant principal worked to find resources and solutions for students and families experiencing crisis (Austin & Brown, 1970; Simpson, 2000). More recently, one assistant principal described this work in medical terms, as triage between home and school environments, and as a conscious decision to maintain high expectations in the larger battle for the success of individual students (Osabutey-Aguedje, 2015).

Mason (2007) discussed other areas of importance – special education, attendance, legal issues, and more – but Mason also specifically noted that the high school assistant “may spend an enormous amount of time disciplining the student population” and “will be viewed as the police officer in the office” (p. 13). Houchens (2012) highlighted that behavior management, above all other duties, remained in the purview of the assistant principal. Although increasingly expected to fulfill instructional leadership roles, particularly in light of the standards-based movement (Militello et al., 2015), assistant principals were still primarily conflict managers, for both students and adults (Barnett, Shoho, & Oleszewski, 2012).

### **Other Duties**

Assistant principals were historically assigned all the miscellaneous work that goes into running a school, from supervising the physical plant and ensuring its good condition to assisting with the interpretation of educational programming for the community at large (Davis & Moore, 1965). Assistant principals may have found themselves spending most of their time outside of discipline and student management interacting with the bureaucracy of the school district itself (Hausman et al., 2002) or assisting with the management of other school personnel (Garawski, 1978; Hausman et al., 2002; Van Eman, 1926). In one key mid-century study, outside of student discipline, more than 100 miscellaneous duties were listed (Davis & Moore, 1965), lending credence to an earlier account of the role of the assistant principal as a “general shock absorber” (Van Eman, 1926, p. 150), a description that remained apt in the twenty-first century (Houchens, 2012). As one assistant principal related, the assistant principal was “at the disposal of the principal, so you’re doing whatever needs to be done” (Bukoski, Lewis, Carpenter, Berry, & Sanders, 2015, p. 427). Houchens (2012) was blunter, referring to the position as “a dumping ground” (para. 9), with a multitude of tasks assigned with little support or constructive feedback.

Occasionally, assistant principals served as curriculum leaders and even researchers (Garawski, 1978), but this was often limited to the administrative aspects of curriculum and instruction, such as building master schedules and assigning teachers to specific preps, or classes (Anderson, 1987). Assistant principals remained underutilized in a true educational leadership role despite their teaching and leadership experience (McDonough, 1970). Today, even when specifically designated as an assistant principal

with primary duties in the area of instruction, the assistant principal may experience role confusion as they have been inevitably bombarded with the pressing day-to-day issues of running a school that never fully dissipate (Bukoski et al., 2015). In one qualitative study of the professional development needs of rural school assistant principals, professional development and the related classroom observations necessary to conduct the study were not fully completed and were, in part, attributed to the myriad miscellaneous duties inherent to the assistant principalship that may have formed barriers to ongoing professional learning (Enomoto, 2012).

### **Preparation for the Principalship**

The assistant principalship has been and continues to be the traditional pathway and a critical proving ground for future principals (Hutton, 2020; Parylo, Zepeda, & Bengtson, 2013), but this preparation has historically suffered when assistant principals have only experienced a limited range of duties, such as behavior management (Johnson-Taylor & Martin, 2007). Johnson-Taylor and Martin (2007) recommended hiring assistant principals for their skills in instructional leadership and actively involving them in all areas of school leadership, not just discipline. Along those lines, Hutton (2020) advocated for a re-culturing of the position to include shared leadership. Parylo, Zepeda, and Bengtson (2013) advocated for increased career assistance, professional development, and mentorship opportunities for assistant principals. Internationally, a study from Hong Kong indicated that assistant principals there felt that only their experiences in organizational strategy and policy involvement provided effective preparation for a head principalship (Kwan, 2009).

### **The Professional Practice Topic and Problem**

The assistant principalship has faced turnover concerns (Fuller & Wright, as cited in Vladero, 2010) and the assistant principal to principal pipeline is in jeopardy (Johnson-Taylor & Martin, 2007; Parylo et al., 2013). The existing literature has not adequately explained what provides assistant principals with motivation and purpose on the job (Marshall & Hooley, 2006). The following section outlines the literature related to the job satisfaction of assistant principals, satisfaction related to the major dichotomy of duties inherent to the position, and satisfaction related to what assistant principals actually do all day versus what they would like to be doing.

### **Job Satisfaction**

Historical research demonstrated a strong, positive correlation between assistant principals' job satisfaction rates and the importance of each job task, as well as the degree of responsibility and discretionary power afforded to the assistant principal (Garawski, 1978). More recently, the amount of professional commitment, a sense of synchrony – also referred to as goal congruence – and a sense of efficacy have been shown to positively impact assistant principals' job satisfaction and appeared to translate internationally (Yu-Kwong & Walker, 2010).

Two international studies indicated significant challenges when transitioning from teacher to assistant principal, including both professional and personal uncertainty, emotional shock, and variables that impact the relationship between the assistant principal, principal, and staff at large (Cohen & Schechter, 2019; Kwan, 2019). Both novice and veteran assistant principals reported that the highest level of personal challenge and/or difficulty in the position came from balancing time and workload

considerations, dealing with students and parents, and conflict and morale issues involving fellow building staff (Barnett et al., 2012). High levels of personal challenge have been identified to be negatively related to an assistant principal's rate of job satisfaction (Yu-Kwong & Walker, 2010).

Additionally, the literature suggested that there has been a significant demarcation between an assistant principal's primary role as disciplinarian and that of a trained expert in teaching and learning, and that assistant principals have often completed tasks of which they are required but are not in line with their ideal expectations (Glanz, 1994). Assistant principals have received training beyond basic management responsibilities but were held professionally captive by them (Militello et al., 2015). Barnett et al. (2012) reported that an area in which assistant principals said they felt professionally unprepared was when expected to lead curriculum and instruction initiatives. Assistant principals frequently reported job dissatisfaction, morale concerns, and wished they could perform other duties than the ones they have been typically assigned (Glanz, 1994), but have also felt trapped by their need to do what their principals tell them to do (Militello et al., 2015). It is to these responsibilities and their correlation with job satisfaction that the literature review now turns.

### **Instructional Leadership Versus Student Management**

Assistant principals have historically experienced the highest degree of job satisfaction when they have been tasked with fulfilling instructional leadership tasks; for example, the supervision and evaluation of teachers or that time-honored duty of the assistant principal, the building of a master schedule (Glanz, 1994). In a recent study of assistant principals in Pennsylvania and Texas, Sun, and Shoho (2017) found that

assistant principals believed that facets of instructional leadership, including classroom observations and teacher evaluations, were most critical to the success of their schools. Even when a majority of those surveyed have described their role at work in a largely positive manner due to perceived job success, assistant principals able to spend more time working directly with adults regarding matters of teaching and learning perceived greater job rewards and satisfaction than those who spent the majority of time managing students (Hausman et al., 2002). In interviews with assistant principals, Celikten (2001) reported that 32 percent of respondents indicated low job satisfaction due to the perception of the assistant principal as disciplinarian, and 92 percent of the assistant principals questioned were viewed as the primary disciplinarians in their buildings.

### **Disconnect Between Actual and Ideal Duties**

Idealized practices of the assistant principalship have included the ability to engage in leadership that is goal-oriented, to focus on instructional leadership, and to provide leadership that assists in developing culture (Militello et al., 2015). One example from Ohio was participation in the Ohio Teacher Evaluation System (OTES), which required teachers to be formally evaluated on a periodic basis, dependent on contract status and prior OTES ratings (Ohio Department of Education, 2015). Each formal evaluation consisted of an initial goal-setting conference centered on the educator's Professional Growth Plan and a minimum of one formal observation and one informal observation or walkthrough per observation cycle (Ohio Department of Education, 2015). Each formal classroom observation was required to consist of an observation pre-conference, the formal observation itself, and a post-conference (Ohio Department of Education, 2015). Feedback was provided to the educator throughout via the OTES rubric

(Ohio Department of Education, 2015). However, on balance, this type of instructional leadership is not what assistant principals have reported doing. Assistant principals have mainly been involved in so-called rational management practices, the most frequent of which, unsurprisingly, was student discipline (Militello et al., 2015).

In the mid-twentieth century, assistant principals' major disciplinary duties involved assisting teachers with their disciplinary issues, disciplining students directly, witnessing or personally administering corporal punishment, and meeting with parents regarding a student's disciplinary problems (Davis & Moore, 1965). A half-century later, save for the corporal punishment piece, not much had changed. Despite what assistant principals have said are the most important things they do - direct observation of teaching and learning, teacher evaluation, and generally promoting a focus on student learning (Sun & Shoho, 2017) - they have not reported doing more than their traditional supervisory and miscellaneous responsibilities.

Assistant principals have not generally done what they want to be doing, nor what they were formally trained to do. Glanz (1994) reported that over 90 percent of responding assistant principals would prefer to train teachers and develop building staff and the curriculum, and 70 percent of respondents stated that the boilerplate behavior management duty of supervising the cafeteria should not be assigned to the assistant principal. This represented a disconnect as assistant principal training programs – an M.A.Ed. degree track, for example – have typically provided formal training in things like school leadership, including professional development of instructional and support staff, but may not have aligned their curriculum with the actual role filled by the assistant principal (Hausman et al., 2002).

In other words, what an assistant principal actually does has not historically been aligned with their level of education, training, and expertise in the overall field in which they were employed (Coppedge, 1968). Teachers that become school leaders in the United States have done so for a variety of reasons: positively impacting people, the opportunity to make a difference, and the chance to be a change agent were at the top of the list (Hancock & Müller, 2009). Getting more involved in school discipline was at the opposite end of that spectrum (Hancock & Müller, 2009). It has been recommended that to impact leadership by assistant principals for the better, assistant principals should be permitted to utilize their training and to do in a greater capacity that which they have expressed a desire to do (Militello et al., 2015).

### **Recommendations for Improvement**

This study has sought to explore the possibilities of job redesign in the assistant principalship. To date, several recommendations have been made in this area. For example, Garawski (1978) advocated for providing job tasks that lead to greater satisfaction and to eliminate the most troublesome components of the work, though it was not clear how that would be accomplished. Kindsvatter and Tosi (1971) recommended more duties related to leadership of faculty and curriculum development, as well as less student supervision. Celikten (2001) built upon these themes and stated that the common student management duties of the assistant principalship might be rotated among other employees, thus freeing up the assistant principal to play a more significant role in curriculum development and instructional planning. Armstrong (2009) called for school leaders and their professional organizations to come together to re-design the job through a more clearly defined role and opportunities to link more strongly to school

improvement initiatives. Hutton (2020) went further, recommending a full shared leadership model between principals and assistant principals.

Leadership development, mentoring, and networking has also featured prominently in recommendations for improvement of the assistant principalship. Drago-Sverson and Aravena (2011) outlined an effort in New York City to develop a leadership program for assistant principals wishing to become principals that included leadership seminars, mentoring and networking opportunities, and after-school professional development sessions. Parylo et al. (2013) echoed the need for increased formal mentoring with an eye toward overall career planning. Liang and Augustine-Shaw (2016) identified the potential usefulness of a formal, yearlong mentorship program for first-year assistant principals with regard to their perceived leadership development.

Internationally, Kwan (2019) highlighted the importance of peer relationships and affirmation as opposed to principal sponsorship, while Cohen and Schechter (2019) focused on all three key areas: continuing education and leadership development, formal mentorships and the relationship with the principal, and supportive peer networks, as in an assistant principals' forum.

These have been useful, but heretofore piecemeal solutions. There has been a need as evidenced by the lack of literature in this area to more deeply explore the overall motivation of secondary assistant principals and how their roles might be enhanced for future generations of front-line administrators (Marshall & Hooley, 2006). There has also been a need to develop practical recommendations as to how this might be accomplished in professional practice by principals, superintendents, and other school district leadership and boards of education.

### **Job Competencies and Motivation**

This study has built upon previous work at the intersection of the so-called competencies of school leadership and motivation theory. In the 1970s and 1980s, an effort was made to define and validate the major areas of competency required to be successful as an assistant principal (Kriekard, 1985). Kriekard (1985) identified and validated six major areas of competency for assistant principals: management of schools, leadership in staff personnel, community relations, instructional leadership, and student activities. This effort served as a precursor to modern standards for the performance and assessment of school leaders in general, such as the Ohio Principal Evaluation System (OPES), which assesses five standard areas: continuous improvement, instruction, allocation of resources, collaboration, and stakeholder engagement (Ohio Department of Education, 2020). The Ohio standards, however, do not differentiate between principals and assistant principals.

### **Summary**

The assistant principalship developed haphazardly (Gillespie, 1961) and has not changed significantly in over a century of existence (Hausman et al., 2002; Houchens, 2012). Scant attention has been paid to the position in the literature, mostly related to duties and related rates of job satisfaction (Marshall & Hooley, 2006). The assistant principal has, on balance, historically been a supervisor of students and disciplinarian versus a true educational leader, despite expressing a clear preference for instructional leadership versus behavior or other management tasks (Glanz, 1994). Therefore, digging deeper into the factors that motivate assistant principals in their roles was in order

(Marshall & Hooley, 2006), as what satisfies assistant principals may not be what motivates them, and vice versa.

## CHAPTER THREE: METHODOLOGY

### **Introduction**

The purpose of this quantitative survey dissertation in practice study was to explore the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools. The study was needed due to a lack of knowledge about the assistant principalship in general (Marshall & Hooley, 2006), as well as a historical concern that the position was not purposefully designed (Gillespie, 1961) and has not been motivating to those who serve in the role. This has resulted in high turnover (Fuller & Wright, as cited in Vladero, 2010) and threats to the overall school leadership pipeline (Johnson-Taylor & Martin, 2007; Parylo et al., 2013).

### **Research Question(s) and Hypotheses**

The following research question was based on the gaps identified in the comprehensive literature review, which indicated a lack of studies with regard to the assistant principalship and what motivates assistant principals in their work:

Research Question #1: What is the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools?

Based on the literature review, it was anticipated that high school assistant principals would report higher levels of motivation for competency areas such as instructional leadership as opposed to those centered on, for example, student behavior management. Thus, the following hypotheses were investigated in this study:

Hypothesis #1: There will be a significant, positive relationship between the actual school management job competencies and motivation of high school assistant principals.

Hypothesis #2: There will be a significant, positive relationship between the actual leadership job competencies and motivation of high school assistant principals.

Hypothesis #3: There will be a significant, positive relationship between the actual community relations job competencies and motivation of high school assistant principals.

Hypothesis #4: There will be a significant, positive relationship between the actual instructional leadership job competencies and motivation of high school assistant principals.

Hypothesis #5: There will be a significant, negative relationship between the actual student activities job competencies and motivation of high school assistant principals.

Hypothesis #6: There will be a significant, negative relationship between the actual pupil personnel job competencies and motivation of high school assistant principals.

### **Research Design**

The intent of this quantitative design was to collect data from public high school assistant principals in Ohio. To test relationships between the above independent and dependent variables, a quantitative approach was appropriate (Bryant, 2004). The target population was large and diverse, thus quantitative survey research was utilized (Babbie, 2017). A qualitative approach was considered too narrow for such a large population (Babbie, 2017) and lacked the ability to generalize findings. A mixed methods study was considered too broad, time-consuming, and complex for the proposed study (Creswell & Creswell, 2018). Other quantitative methods, such as experiments or quasi-experiments,

were considered inappropriate due to feasibility and ethical considerations in the education field. The proposed quantitative survey research study was cross-sectional, exploratory, descriptive, and idiographic in nature (Babbie, 2017).

The independent variable, job competencies in the high school assistant principalship, were conceptualized via prior study that identified six key areas of knowledge, behavior, skills, and abilities in the position: management of schools, leadership in staff personnel, community relations, instructional leader, student activities, and pupil personnel (Kriekard, 1985). The independent variable was operationalized via close-ended survey questions developed by Kriekard (1985). The dependent variable, motivation, was conceptualized in terms of high school assistant principals' self-identified personal motivation to fulfill the identified job competencies and was operationalized as a five-point Likert-type scale in which respondents indicated their level of agreement or disagreement with the statement: "I feel motivated to do this [job competency] as an assistant principal."

### **Participants/Data Sources**

The population targeted for this study were public high school assistant principals in the state of Ohio. The term assistant principal was conceptualized as encompassing any assistant, associate, deputy, or vice principal within that range, including any unit or house principals that served under an identified head principal. A concerted effort was made to exclude from the study those assistant principals serving in buildings with a mix of grade levels outside the traditional nine through 12 high school grade bands. Those serving in dean of student positions have often been categorized – and compensated – as teaching, not administrative positions, and were not included in the study. An assistant

principal contact list courtesy of the OASSA was used as the sampling frame for this study. Current listings were obtained by contacting the OASSA by e-mail and including an informational letter approved by the Institutional Review Board (IRB) at Creighton University. The contact list contained e-mail addresses for members of the OASSA currently serving as public high school assistant principals in Ohio.

The sample population of OASSA member assistant principals had access to the internet and e-mail, thus the researcher had access to the sample population through e-mail contact. The e-mailed link to the survey was accompanied by an informational letter approved by the IRB at Creighton University and included, but was not limited to, the purpose of the study, extent and timeframe of expected participation, and potential risks to and benefits for participants. A research participants' Bill of Rights was included in the letter itself and as a hyperlink (see Appendix A). As the response rate was not 100 percent, responses were checked for representativeness based on non-personally identifying demographic factors such as school district typology (e.g., urban, rural, suburban, small-town, level of economic disadvantage, and so forth).

In total, the contact information for 648 assistant principals was provided by the OASSA via Excel spreadsheet. The list was then scrubbed of any assistant principal identifiable as not serving exclusively at the high school level in a public school. For example, any assistant principal readily identified as a middle school or junior high school assistant principal was removed from the list, as were assistant principals identifiable as serving at a combination junior/senior high school, at a K-12 charter school, or the like. The final version of the spreadsheet contained 489 contacts, all with public high school assistant principal duties. Surveys were first e-mailed to the sample

population on April 8, 2020. Follow-up e-mails were sent to unfinished respondents at regular intervals: April 14, 2020 April 20, 2020 and May 1, 2020. The survey was closed on May 8, 2020. 129 surveys were started, and 71 responses were obtained, a total of 14.52 percent of the invitations. Some of these responses were partial responses, a fact which is illustrated in the data tables and referred to in chapter four. It should be noted that the survey was sent approximately three weeks after the closure of Ohio's schools due to the COVID-19 pandemic, which may have factored into the overall response rate.

### **Sample Demographics**

Of the 71 recorded responses, 31 respondents completed the demographics portion of the survey (see Appendix B), which followed rather than preceded the competency and motivation rankings on the instrument. Twenty-one identified themselves as male, and 10 as female (see Table 2). All identifying respondents were over the age of 30, with most individuals who elected to complete this section coming from either the 41 to 50 age group, 12 individuals, or the 30 to 40 age group, 10 individuals (see Table 3). Twenty-seven were white, four were African American. Of those 31, one person also identified as being of Hispanic, Latino, or Spanish origin (see Table 4). Three of the 31 had less than five years of teaching experience (see Table 5). Experience as an assistant principal appeared to be relatively evenly distributed amongst respondents (see Table 6).

According to the Ohio Department of Education (2013), 231 districts were of the rural typology and had a student population of 280,000. Two hundred districts were small town districts with 385,000 students, 123 were suburban with 560,000 students, and 55 were urban, with 410,000 students. In total, Ohio consisted of 609 school districts and

more than 1.6 million students. In the study, four assistant principals said they hailed from rural districts, six from small town districts, 13 from suburban districts, and eight from urban districts (see Table 7). A mix of student enrollments was represented in the study. The most, 13, were assistant principals at schools of between 501 and 1000 students (see Table 9).

Most assistant principals in the study cited some form of promotion as their main career aspiration. Twelve of the 31 who completed the demographic section stated that their career aspiration was to be a building principal. An additional 10 assistant principals stated that they aspired to become a central office administrator. Only four assistant principals aspired to continue as an assistant principal for the remainder of their careers (see Table 12). Despite these aspirations of promotion, most respondents – 27 of the 31 who answered the question – indicated, by a rating of four or five on a five-point scale, that they were satisfied in their role as assistant principal. Twenty-three stated that their administrative licensure program adequately prepared them for the assistant principalship, and 18 indicated that a mentorship program during their first administrative assignments was valuable (see Table 11). These were again indicated by a rating of four or five on a five-point scale.

### **Data Collection Tools**

An online survey met Watson's (1998) standards for feasibility: The target population was large but had access to the internet and e-mail, the researcher had access to a large sample population, and the researcher possessed the technical knowledge to create and administer the survey. The survey instrument administered was a modified version of Kriekard's (1985) survey regarding the expected and actual competencies of

public school secondary assistant principals. Modifications included a Likert-type scale to measure the dependent variable, which asked assistant principals to respond to the prompt: “I feel motivated to do this [job competency] as an assistant principal,” as well as two sections that were used tangentially to the study. The first was Scott’s (2011) modifications to the original Kriekard (1985) survey that included a demographic section, including information on the educational preparation and career aspirations of each assistant principal. The second was a section that included the Motivation Sources Inventory (Barbuto & Scholl, 1998). These modifications were included in part to mirror the Kriekard (1985) and Scott (2011) studies, to help explain the results of the study, and to potentially serve as a jumping off point for future research.

### **Data Collection Procedures**

The participant pool was identified and recruited for the study via the Ohio Association of Secondary School Administrators’ contact list for public high school assistant principals (see participants section). Survey links were e-mailed to participants at their e-mail addresses using the Qualtrics software licensed to Creighton University. Only survey participants, the researcher, and the dissertation in practice committee had access to the survey itself, and only the researcher and his committee had access to the responses, which were held in confidence, and for which no personally identifying information was collected. An advantage of an online survey was that responses were set to automatically populate a spreadsheet program, thus allowing for near-instantaneous organization of the data and analysis via IBM SPSS software. To attempt to increase the survey response rate, ensure representativeness, and eliminate coverage error (Watson, 1998), follow-up reminders of the purpose and importance of the study were delivered at

regular intervals for one month following delivery of the original survey, along with another link to the original form and informational letter.

### **Ethical Considerations**

IRB approval was obtained, and an informational letter was sent to the OASSA prior to contacting assistant principals. Informational letters and a research participant Bill of Rights accompanied communication with potential participants. Care was taken not to collect, maintain, or release personally identifying information to eliminate the potential, however slight, for a school district reading the study to, for example, attempt to terminate an assistant principal reporting a low motivation score (Babbie, 2017). Data were stored and safeguarded under password protection and/or locked in a file cabinet. Results of the study were initially shared and disseminated through the dissertation process and will be shared later through statewide professional organizations and/or journal publication, all in a confidential and anonymous manner.

Babbie (2017) cautioned quantitative researchers to bear in mind “the ethics of measurement” (p. 156) in conducting research. Given my current position as an assistant principal, I was careful to not allow my bias to influence instrument construction by engaging external professionals and my dissertation committee members in auditing and providing recommendations with regard to my proposed survey questions, and by utilizing a survey whose validity had been established by the original researcher.

### **Summary**

The dissertation in practice study assessed the relationship between the job characteristics and motivation of high school assistant principals in Ohio public schools. The study was both important and timely in that it added to the body of knowledge that

will eventually make it possible to re-conceptualize the assistant principalship in meaningful ways, leading to improvements in school culture and climates from which students may ultimately benefit.

The following hypotheses were tested:

Hypothesis #1: There will be a significant, positive relationship between the actual school management job competencies and motivation of high school assistant principals.

Hypothesis #2: There will be a significant, positive relationship between the actual leadership job competencies and motivation of high school assistant principals.

Hypothesis #3: There will be a significant, positive relationship between the actual community relations job competencies and motivation of high school assistant principals.

Hypothesis #4: There will be a significant, positive relationship between the actual instructional leadership job competencies and motivation of high school assistant principals.

Hypothesis #5: There will be a significant, negative relationship between the actual student activities job competencies and motivation of high school assistant principals.

Hypothesis #6: There will be a significant, negative relationship between the actual pupil personnel job competencies and motivation of high school assistant principals.

Data were gathered from all secondary assistant principals by means of an online survey based on a modified version of Kriekard's (1985) survey on ideal and actual

competencies of public school secondary assistant principals and Scott's (2011) modifications to that survey. The data were aggregated and stored in a confidential and non-personally identifying manner and analyzed for correlation through the use of quantitative data analysis software (SPSS).

Throughout the process, the researcher adhered to ethical standards of conduct, obtained necessary permissions to conduct the study, and provided appropriate information about the study to all participants. The researcher was mindful of his obligations to the university at which the dissertation research was being conducted, the participants of the study, and to himself and the public at large. Results of the proposed study were publicly released, absent personally identifying information, through the dissertation process, to applicable professional organizations in Ohio, and prepared with a view toward future journal publication.

## CHAPTER FOUR: FINDINGS

### **Introduction**

The purpose of this quantitative survey dissertation in practice study was to explore the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools. The independent variable was the actual job competencies practiced in the high school assistant principalship. The dependent variable was motivation.

The following research question was based on the gaps identified in the comprehensive literature review, which indicated a lack of studies with regard to the assistant principalship and what motivates assistant principals in their work:

Research Question #1: What is the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools?

The following hypotheses were investigated in this study:

Hypothesis #1: There will be a significant, positive relationship between the actual school management job competencies and motivation of high school assistant principals.

Hypothesis #2: There will be a significant, positive relationship between the actual leadership job competencies and motivation of high school assistant principals.

Hypothesis #3: There will be a significant, positive relationship between the actual community relations job competencies and motivation of high school assistant principals.

Hypothesis #4: There will be a significant, positive relationship between the actual instructional leadership job competencies and motivation of high school assistant principals.

Hypothesis #5: There will be a significant, negative relationship between the actual student activities job competencies and motivation of high school assistant principals.

Hypothesis #6: There will be a significant, negative relationship between the actual pupil personnel job competencies and motivation of high school assistant principals.

Following is a presentation of the findings of the study, including how the data were organized and analyzed. As part of organizing and analyzing the data, study variables were created and collected in line with previous studies and analyzed using professional statistical analysis software. Validity and reliability issues were addressed through selection of valid and reliable quantitative measures previously used in the field, comparisons with previous studies, and via the Cronbach's alpha reliability test. Objective findings were then discussed for each study hypothesis based on correlational analysis. Finally, results were synthesized and analyzed in such a manner as to judge whether or not the study hypotheses were supported, and to attempt to answer the research question.

### **Presentation of the Findings**

The following section contains information related to the organization of data in the study and procedures used for analyzing them, and an objective presentation of the findings related to each of the six study hypotheses.

### **Data Organization and Analysis Procedures**

Data were collected and initially organized via Qualtrics, Creighton's licensed survey software. Data were then downloaded to a spreadsheet software program and uploaded to SPSS for analysis. Data were checked for validity and reliability. Correlational analyses were then conducted to test the study hypotheses for final synthesis and analysis.

### ***Study Variables and Data Analysis Software***

The independent variable, actual job competencies practiced by secondary assistant principals, was created and collected as it was in Kriekard's (1985) dissertation and subsequent publication. For the sake of validity, reliability, and as a comparison point, actual competency levels were collected alongside the original ideal competency levels as on the original survey instrument, each on a five-point Likert-type scale. Each ideal and actual competency was paired with a dependent variable outcome, a self-identified level of motivation on a five-point Likert-type scale. For all of these items, a response of one indicated strong disagreement with the statement presented and a response of five indicated strong agreement with the given statement (see Appendix B). Additional information was also collected in the survey instrument, including demographic information, a rank-ordering of competency areas, and self-identified sources of motivation. As an exploratory study, this additional information was tangential to the main research question but simultaneously collected for potential future research.

The final survey instrument (see Appendix B) was administered via the web-based Qualtrics software program. After viewing the anonymous, raw data and a graphic representation of the frequency of each response in Qualtrics, the data were downloaded

to an Excel spreadsheet. The main variables – ideal competencies, actual competencies, and motivation – were given “cleaner” names, such as “Mgmt1 Ideal,” “Mgmt1 Actual,” and “Mgmt1 Motivation” to be more easily distinguishable as data analysis progressed. These variables, along with the additional tangential variables collected, were then imported into the SPSS program published by IBM. Imported data were checked for accuracy. For example, SPSS sometimes imported data as nominal when it should have been categorized as scaled.

### ***Validity and Reliability***

Validity and reliability for this study were considered in comparison with two previous studies: the original Kriekard (1985) study and a more recent study of assistant principals in Indiana (Scott, 2011). The study was tested for internal reliability via the SPSS software package through the use of the Cronbach’s alpha statistic.

**Validity and Reliability: Comparison to the Kriekard (1985) Study.** Kriekard (1985) obtained surveys (n = 263) from secondary assistant principals in six states in developing a validated list of competencies for the secondary assistant principalship. The survey used in this study was nearly identical to Kriekard’s original survey, save for the use of the term “actual” instead of “real,” minor edits to the instructions for each column due to delivery in electronic format, and the addition of a column that asked about the assistant principal’s self-identified level of motivation in completing the target competency. The modification of an existing, validated survey was a bid to help ensure validity in this study. Kriekard’s validation process involved “a validation jury of 18 secondary school principals who had been assistant principals within the past five years” (Kriekard, 1985, p. 46). The validation jury scored the items and those scores were used

to determine the final survey items that were then sent to the regionally-based study sample population (Kriekard, 1985).

As part of the original survey validation process, Kriekard (1985) dichotomized the “ideal” and “real” competency variables to create a popularity index for each variable. Responses of one through three on the Likert-type scales were converted to zero, and responses of four and five were converted to one. A mean of less than .501 on either the ideal or real scales resulted in the rejection of that competency for the purposes of a final validation of the actual competencies of the secondary assistant principal. Thus, as part of the validation of this study and an exploration of reliability, means were dichotomized using Kriekard’s method, compared with the original data, reported on the six comparative means tables, and summarized in Table 15.

The means of the dichotomized individual variables differed depending on the competency area compared, ranging from 35.71 percent individual agreement on dichotomized competency 1.0 – management of school – variables, to 100 percent individual agreement on dichotomized competency 6.0 – pupil personnel – variables. Despite this variance at the individual level, competency areas agreed in five of six cases when aggregated (see Table 15).

#### **Validity and Reliability: Comparison to Scott’s (2011) Dissertation.**

MacCallum, Zhang, Preacher, and Rucker (2002) discussed the limitations of using a dichotomized recoding of scaled quantitative data, including the minimization of differences among study individuals and reliability of measurement. Additionally, the comparison of dichotomized variables between the two studies took place more than 30 years apart in different regions of the United States. Thus, a brief comparison to Scott’s

(2011) study of secondary assistant principals in Indiana was conducted between the scaled means of each study's actual competency areas.

This study's top 10 actual competencies (see Table 37) matched Scott's (2011) study in five of 10 cases. When total mean scores for each actual competency area were compared, this study's order of total mean scores for actual competencies (see Table 35) matched Scott's in five of six cases, with community relations and instructional leadership being the only competency areas that were switched, by one place.

**Reliability.** Kriekard's (1985) original study used Cronbach's alpha to successfully demonstrate the reliability and consistency of the ideal/real survey instrument. The reliability coefficient range for Kriekard's task areas was  $\alpha = .85$  to  $\alpha = .93$ . This study used the same survey instrument. Cronbach's alpha test was run on all competency data in this study as well as the self-reported levels of motivation for each competency area. All results (see Table 34) were above the recommended minimum threshold of .70 for social science research (UC Regents, 2020).

#### ***Descriptive Statistics: Variables/Scales***

Descriptive information for the study sample was reported in chapter three. Descriptive statistics for each actual competency practiced by high school assistant principals and related motivation levels were included in Table 16, Table 19, Table 22, Table 25, Table 28, and Table 31. Of particular interest were the skewness and kurtosis numbers, which often exceeded one or negative one, which indicated a potential non-normal distribution of data. Thus, the decision was made to run both parametric – Pearson's – and non-parametric – Kendall's tau and Spearman's rho – correlational tests for the sake of comparison. Despite these concerns, Pearson's correlational analysis

agreed with the non-parametric tests in the majority of cases (see Table 18, Table 21, Table 24, Table 27, Table 30, and Table 33).

### **Findings: Hypothesis #1**

Hypothesis #1 was: There will be a significant, positive relationship between the actual school management job competencies and motivation of high school assistant principals. Mean values for the school management variables practiced by high school assistant principals ranged from a mean of 2.59 ( $SD = 1.18$ ) on competency 1.13 to a mean of 4.28 ( $SD = .78$ ) on competency 1.2 (see Table 16). The grand mean for actual competencies performed in relation to competency 1.0 was 3.42 (see Table 17). Mean values for self-reported motivation levels ranged from a low mean of 2.72 ( $SD = 1.55$ ) on competency 1.14 to a high mean of 4.62 ( $SD = .70$ ) on competency 1.2 (see Table 16). The grand mean for motivation related to competency 1.0 was 3.85 (see Table 17). Significant, positive relationships were found between all actual competency 1.0 variables and motivation (see Table 18).

### **Findings: Hypothesis #2**

Hypothesis #2 was: There will be a significant, positive relationship between the actual leadership job competencies and motivation of high school assistant principals. Mean values for staff leadership variables actually practiced by high school assistant principals ranged from a mean of 3.06 ( $SD = 1.07$ ) on competency 2.25 to a mean of 4.83 on competencies 2.9 ( $SD = .47$ ) and 2.11 ( $SD = .43$ ) (see Table 19). The total mean for actual competencies performed in staff leadership was 4.05 (see Table 20). Mean values for self-reported motivation levels ranged from a mean of 3.48 ( $SD = .93$ ) on competency

2.25 to a mean of 4.86 ( $SD = .41$ ) on competency 2.11 (see Table 19). The total mean for motivation related to staff leadership competencies was 4.36 (see Table 20).

Results of a Pearson correlation revealed the following outcomes across the actual competency 2.0 items practiced by high school assistant principals and motivation levels. Positive but non-significant correlations were found for competency 2.2,  $r(50) = .29$ ,  $p = .07$  and competency 2.14,  $r(50) = .27$ ,  $p = .06$ . However, both relationships were found to be significant and positive via the non-parametric tests of Kendall's tau, 2.2:  $\tau(50) = .41$ ,  $p = .003$ ; 2.14:  $\tau(50) = .29$ ,  $p = .02$ , and Spearman's rho, 2.2:  $\rho(50) = .43$ ,  $p = .002$ ; 2.14:  $\rho(50) = .33$ ,  $p = .02$  (see Table 21). All other competency 2.0 items were found to have significant, positive relationships with self-reported motivation levels via Pearson correlation (see Table 21).

### **Findings: Hypothesis #3**

Hypothesis #3 was: There will be a significant, positive relationship between the actual community relations job competencies and motivation of high school assistant principals. Mean values for community relations variables ranged from a mean of 2.95 ( $SD = 1.31$ ) on competency 3.13 to a mean of 4.43 ( $SD = .67$ ) on competency 3.3 (see Table 22). The overall mean for community relations competencies was 3.54 (see Table 21). Mean values for self-reported motivation levels ranged from a mean of 3.48 on competencies 3.11 ( $SD = 1.02$ ) and 3.13 ( $SD = 1.27$ ) to a mean of 4.57 ( $SD = .59$ ) on competency 3.12 (see Table 22). The total mean for motivation related to competency 3.0 was 4.00 (see Table 23).

Results of a Pearson correlation revealed two main outcomes related to the actual competency 3.0 items practiced by high school assistant principals and motivation levels.

A positive but non-significant correlation was found for competency 3.5,  $r(40) = .26, p = .09$ , a result confirmed by non-parametric tests,  $\tau(40) = .25, p = .06$ ;  $\rho(40) = .25, p = .11$  (see Table 24). Competency 3.5, which was: “Writes and/or presents reports of school activities to community groups,” was rejected on the dichotomized validity scale as measured by Kriekard (1985) and was an outlier for this examination of competency 3.0 and the study as a whole. The remainder of the community relations competencies were found to have significant, positive correlations with motivation (see Table 24).

#### **Findings: Hypothesis #4**

Hypothesis #4 was: There will be a significant, positive relationship between the actual instructional leadership job competencies and motivation of high school assistant principals. Mean values for instructional leader competencies ranged from a mean of 3.42 ( $SD = 1.30$ ) on item 4.14 to a mean of 4.39 ( $SD = .75$ ) on item 4.10 (see Table 25). The total mean for actual competencies performed in competency 4.0 was 3.89 (see Table 26). Mean values for self-reported motivation levels for each instructional leader competency ranged from 3.91 ( $SD = 1.07$ ) on competency 4.16 to a mean of 4.58 ( $SD = .56$ ) for competency 4.1 (see Table 25). The total mean for personal motivation related to instructional leader competencies was 4.28 (see Table 26). Results of a Pearson correlation indicated positive, significant correlations across all competencies in category 4.0 (see Table 27).

#### **Findings: Hypothesis #5**

Hypothesis #5 was: There will be a significant, negative relationship between the actual student activities job competencies and motivation of high school assistant principals. Mean values were for student activities competencies actually practiced by

high school assistant principals ranged from a mean of 2.09 ( $SD = 1.30$ ) on competency 5.10 to a mean of 4.03 ( $SD = 1.00$ ) on competency 5.4 (see Table 26). The total mean for actual competencies performed in competency 5.0 was 2.95 (see Table 29). Mean values for self-reported levels of motivation ranged from 2.19 ( $SD = 1.31$ ) on competency 5.10 to a mean of 4.19 ( $SD = .82$ ) on competency 5.4 (see Table 28). The total mean for motivation related to competency 5.0 items was 3.07 (see Table 29). Results of a Pearson correlation were significant and positive across category 5.0 competencies (see Table 30).

### **Findings: Hypothesis #6**

Hypothesis #6 was: There will be a significant, negative relationship between the actual pupil personnel job competencies and motivation of high school assistant principals. Mean values for pupil personnel competencies ranged from a mean of 3.67 ( $SD = 1.09$ ) on competency 6.10 to a mean of 4.83 ( $SD = .38$ ) on competency 6.4 (see Table 31). The total mean for actual competencies performed in pupil personnel was 4.35 (see Table 32). Mean values for self-reported levels of motivation ranged from 3.87 ( $SD = 1.20$ ) on competency 6.10 to a mean of 4.73 ( $SD = .52$ ) on competency 6.4 (see Table 31). The total mean for motivation related to competency 6.0 was 4.38 (see Table 32). A Pearson correlation revealed significant, positive correlations between actual pupil personnel competencies and motivation for all competency 6.0 areas (see Table 33).

### **Findings: Research Question**

The overall research question was: What is the relationship between the actual job competencies and motivation of high school assistant principals in Ohio public schools? In total, all relationships were positively correlated, and 96.81 percent of the correlations were significant based on Pearson correlation. Overall, mean motivation levels were

highest on competency 6.0, pupil personnel, at 4.38 on a five-point scale, and lowest on competency 5.0, student activities, at 3.07 (see Table 35). Four of the six competency areas ranked at 4.00 or above in mean motivation levels: 3.0 (4.00), 4.0 (4.28), 2.0 (4.36), and 6.0 (4.38). Two competency areas averaged below 4.00 on the mean motivation scale: 5.0 (3.07) and 1.0 (3.85).

### **Analysis and Synthesis of Findings**

Four of the six study hypotheses were supported by the findings: H1, H2, H3, and H4. All four of the supported hypotheses predicted a significant, positive relationship between study variables. Two hypotheses, H5 and H6, were not supported by the findings. The two hypotheses that were not supported had predicted a significant, negative relationship between study variables. Overall, and in answer to the exploratory research question, all competencies practiced by high school assistant principals in Ohio were positively correlated with motivation levels. In the overwhelming majority of cases, the correlations were found to be significant. The results were clear: The more actual duties performed by the assistant principals in the study, the more motivation to do those competencies were reported.

Ultimately, the results of this study provided an important update to research into the secondary assistant principalship, namely that assistant principals primarily do what they are told (Militello et al., 2015) but have indicated greater job satisfaction when they are able to do more instructional leadership and less behavior management (Hausman et al., 2002). In this study, public high school assistant principals indicated that they were motivated in relationship to their actual job competencies and, although the assistant principals indicated that they felt instructional leadership was more important on average

than other competency areas (see Table 35), they still reported being satisfied in their roles and evinced motivation levels that positively correlated with the competencies they were actually performing in the course of being assistant principals.

### **Summary**

The study variables, the actual competencies of high school assistant principals, and motivation levels, were discussed in this chapter in terms of their creation, organization, and analysis. The validity of the study was compared with the original study and a more recent dissertation. Internal reliability was discussed in relation to the original study and analyzed via the appropriate statistical test, Cronbach's alpha. The results of several correlational analyses were presented alongside a basic comparison of variable means in an objective manner. From there, the conclusion was drawn that study hypotheses that predicted positive correlations between the variables were supported, and study hypotheses that predicted negative correlations between the variables were not supported, as all competency areas contained positive, significant correlations to varying degrees. The research question was answered: The more actual competencies performed by high school assistant principals in Ohio, the more motivation they reported in doing those tasks.

## CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

### **Introduction**

The assistant principalship has been studied most frequently in terms of job tasks and satisfaction, but not what motivates assistant principals. This study was important in that it explored the relationship between the actual job tasks of high school assistant principals and motivation. The study began to fill the research gap in linking assistant principal job tasks to motivation levels. The study led to a series of recommendations regarding the conceptualization of the assistant principalship, implementation of the recommendations, and practical, research, and leadership implications. Final conclusions then concluded the dissertation in practice study.

### **Purpose of the Study**

The purpose of this quantitative survey dissertation in practice study was to explore the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools. The independent variable was the actual job competencies practiced in the high school assistant principalship. The dependent variable was motivation.

### **Aim of the Study**

The aim of this study was to test the relationship between job competencies and motivation in the public high school assistant principalship in Ohio, then to use the findings to recommend practical changes in the job design of the high school assistant principalship to school districts and policymakers at all levels.

### **Proposed Solution**

Following the collection and analysis of study data, as well as a consideration of previous research, a series of recommendations emerged in light of the study's aim.

Recommendation #1: Purposefully assign competencies to high school assistant principals in line with ideal competencies, and with school and district objectives.

Recommendation #2: Assign actual competencies that align directly with the competencies practiced in the principalship and mentor assistant principals accordingly.

Recommendation #3: Create job descriptions for high school assistant principals that target specific, limited competency areas and mitigate the proliferation of duties.

Recommendation #4: Replicate the study at an OASSA Assistant Principals' conference, following the conclusion of the COVID-19 disruption of Ohio's public school systems.

These are first steps. Eventually, with further research, the findings of this study may inform research into the competencies of the OPES, assistant principals' sources of personal motivation, and to inform the development of hiring tools to match district needs with an assistant principal's sources of motivation and career aspirations.

### **Support for the Solution**

Through this exploratory study, the researcher learned that the actual tasks of the high school assistant principalship in Ohio appeared to be positively correlated with levels of personal motivation to engage in those tasks. However, there were data that were tangential to the main research question that revealed a continuing gap between ideal tasks, actual tasks and motivation levels, and the perception of the importance of each competency area. Additionally, given that in this study and others, assistant

principals have indicated their desire to eventually gain the principalship and/or a position at central office, and continued concerns for the leadership pipeline, a prescribed solution would be to take steps to further align the assistant principalship and the principalship as a training ground, not a dumping ground (Houchens, 2012), and in ways that reflect the leadership strengths and desires of high school assistant principals themselves.

***Recommendation #1: The Actual and the Ideal***

Previous research identified four areas of ideal competencies that were significantly higher than actual competencies practiced: Management of schools, leader in staff personnel, instructional leader, and student activities (Scott, 2011). Although tangential to this study's research question, similar differences were generated during this study's data collection with regard to ideal versus actual competencies. Combined with an observed gap between the assignment of actual competency areas and the perception of their importance when ranked, it is recommended that building principals and district leadership reduce this gap when possible.

The results of this study indicated that the motivation of public high school assistant principals in Ohio was positively and significantly correlated with actual competencies in nearly all cases. Therefore, so correlated, those responsible for assigning competency areas to high school assistant principals may achieve the biggest impact by aligning actual competencies with the strengths and expectations of the assistant principal and school and district goals. For example, the ideal and actual means of competency 2.19, "Participates in professional growth activities: attends professional meetings, reads professional journals, takes classes or attends seminars on relevant topics" (Kriekard,

1985, p. 105), differed significantly in this study (see Table 20). Principals, including those planning to leave the profession, have cited multiple barriers to participation in professional growth activities (Levin, Scott, Yang, Leung, & Bradley, 2020). Ideally, the high school building principal and district leadership would discuss with the assistant principal their vision for professional growth, work to align the assistant principal's professional development with overall school and district goals – such as achievement gains or the reduction of behavioral disruptions to the learning environment – and remove barriers to completing said professional development activities. This action, and others like it, would bring ideal competencies, actual competencies, and the personal motivation of the assistant principal into alignment and presumably benefit the school and school district as a whole.

***Recommendation #2: The Assistant Principalship and the Principalship***

The RAND Corporation, in a study commissioned by the Wallace Foundation, found that the Principal Pipeline Initiative resulted in student achievement gains and increased retention for newly placed principals at six urban sites (Gates, Baird, Master, & Chavez-Herrerias, 2019). Key components of the pipeline were a focus on leader standards, the preservice preparation of assistant principals and principals, selective hiring and placement, and meaningful evaluation and support (Gates et al., 2019). This study's findings helped confirm the need for districts to focus on defined leadership standards/competencies and to support high school assistant principals through an aligned, strengths-based approach.

Most assistant principals in this study stated that their future aspirations were to become a building principal or to attain a central office position, which would also

presumably pass through the principalship in the majority of cases. Therefore, to secure the principalship pipeline, prepare assistant principals for their future goals, and positively impact school and district initiatives, it would make sense to align competencies and tasks between assistant principals and principals, perhaps even pursuing a full re-culturing and a model of shared leadership (Hutton, 2020).

The Kansas Educational Leadership Institute's induction and mentoring program for new assistant principals was found to be well-received and played a critical role in the development of assistant principals (Liang & Augustine-Shaw, 2016). The Principal Pipeline Initiative also contained induction and mentorship recommendations that contributed to preparedness and retention (Gates et al., 2019). In this study, a majority of those responding – 60 percent – stated that a mentorship program was valuable for them during their first administrative assignments, but 20 percent of those responding reported that they were undecided, potentially indicating that a mentorship program was not present at all. Another 20 percent reported that a mentorship program was not helpful to them (see Table 11). This gap should be addressed by school districts through the development of formal mentoring relationships and programs in which time is dedicated to discussions of assistant principal competencies and how to support assistant principal performance in those areas. The head principal will be instrumental in this process, given that head principals exercise both direct and indirect control over the specific duties and coaching interactions with assistant principals (Lochmiller & Karnopp, 2016).

***Recommendation #3: Targeted Competencies and Proliferation of Duties***

Time factors and workload considerations have historically impacted job satisfaction in the assistant principalship (Barnett et al., 2012) and were considered as

part of this study's recommendations. In the aforementioned principal pipeline study, each of the six districts created a unique system that worked for them within the general guidelines that had been set by the program (Gates et al., 2019). Thus, the recommendation is for high school principals and district leadership to sit down with their assistant principals to discuss school and district goals, ideal and actual competency areas, specific task assignments, and more to identify a limited list of targeted competencies that form the basis for the role of the high school assistant principal in that district. One meaningful update to the existing research presented by this study was that if assistant principals primarily do what they are told (Militello et al., 2015), Ohio's high school assistant principals are motivated to do it and, in most cases, satisfied in their jobs. A collaborative targeting of competencies performed was therefore recommended.

***Recommendation #4: Replication of Research***

This was an exploratory study. This study built upon a previous regional study that identified a validated list of competencies for the secondary principalship (Kriekard, 1985) and a study of the ideal and expected tasks of assistant principals in Indiana (Scott, 2011). However, this study also took place during uncertain times, namely the three-month shutdown of Ohio's schools due to the COVID-19 pandemic. Thus, it was recommended that the study be replicated at a time and place outside of the shutdown environment. The ideal scenario would be to replicate the study at an OASSA assistant principals' conference, with assistant principals of varying levels of experience present from around the state.

**Factors and Stakeholders Related to the Solution**

Several institutional factors and the influence and presence of internal and external stakeholders were considered when formulating the above recommendations. District and state policies, potential obstacles to change, financial and budgetary considerations, legal ramifications, and the influencing role of the change process itself were all considered in this analysis.

***Policies Influenced/Influencing the Proposed Solution***

The vast majority of public school districts in Ohio consist of a locally-elected board of education – five members – and a superintendent and treasurer hired directly by the board. School districts typically operate under a set of board policies, which the superintendent and treasurer are directed to carry out with board oversight. With regard to the principalship and assistant principalship, however, board policies typically allow for the creation of positions and development of job descriptions as needed. These generally take the form of administrative guidelines, born from board policy. Thus, superintendents and principals maintain a great deal of flexibility as to the job competencies and specific tasks assigned to assistant principals.

In Ohio, a new evaluation policy/system for principals and assistant principals, the OPES, was instituted in 2008 and updated in 2015 (Ohio Department of Education, 2020). It consisted of five main standards areas: continuous improvement, instruction, resource allocation and school operations management, collaboration, and parent and community engagement (Ohio Department of Education, 2020). Discussion of this study's competencies and their alignment with the OPES standards would need to be a

point of conversation between the assistant principal and the principal as the above recommendations are implemented.

### ***Potential Barriers and Obstacles to Proposed Solution***

Because the proposed recommendations were primarily linked to the professional and interpersonal relationship between the building principal and the assistant principal, some of the typical barriers and obstacles in education did not apply to this analysis. For example, many education reforms have had to work through considerations of staff resistance. Muhammed (2009) referred to four types of staff members: believers, tweeners, survivors, and fundamentalists. Per the above recommendations, these groups of staff would only be impacted indirectly, such as if the reduction of pupil personnel competencies would result in a shared responsibility being assumed by others.

The main barrier or obstacle to the study recommendations would likely be blind or political resistance (Burke, 2018) on the part of the supervising principal. The head principal of a building has maintained both direct and indirect control over the assignment of duties to the assistant principal (Lochmiller & Karnopp, 2016). Principals may feel that assigning actual competencies or tasks in line with ideal expectations is not appropriate because the principalship and the assistant principalship are truly two separate, distinct jobs that require separate competencies. Principals may also feel that a shared leadership model is inappropriate or a covert threat to their leadership. These potential barriers must be watched for and addressed as part of any implementation of this study's recommendations.

***Financial/Budgetary Issues Related to Proposed Solution***

In the wake of the coronavirus shutdown, education funding in Ohio entered a reduction climate, with Governor Mike DeWine pledging more than 300 million dollars in budget cuts to kindergarten through twelfth grade funding (Tobias, 2020). Any reconceptualization of positions would need to be considered in light of that climate. Thus, although assistant principal positions are unlikely to be reduced in significant numbers statewide, other indirect budgetary factors could impact the recommendations of the study.

For example, if an assistant principal's role were to be re-cast as an associate principalship, it may need to be done without a commensurate increase in salary. Or, if an assistant principal were assigned actual competencies more aligned with instructional leadership, and student activities or pupil personnel competencies reduced accordingly, those competencies would need to be engaged in a manner not requiring the hiring of additional staff; a dean of students, for example, or other certified or classified staff.

***Legal Issues Related to Proposed Solution***

As stated, district and building-level administrators are typically given a wide berth as to the assignment of duties to their high school assistant principal(s). Legally speaking, only minor issues were considered with regard to the proposed solution. First, job competencies and specific tasks would need to be assigned and evaluated per OPES, district board policy, and the administrator's contract. Additionally, assistant principals would not be assigned competencies or tasks that would violate any local collective bargaining agreements. By the same token, if traditionally administrative tasks at high school level, such as student discipline, became more of a responsibility shared by all

staff – as in a positive behavioral interventions and supports (PBIS) model, for example – those restructurings would also need to be in line with a district’s master contract.

### ***Other Issues or Stakeholders Related to Proposed Solution***

Despite the overall focus on the importance of the principal as the internal stakeholder most responsible for successful implementation, learning outcomes for students were also considered as critically related to any new focus on particular leadership competencies. It would not suffice to ensure actual tasks in line with ideal expectations and perceptions of importance if those competencies or tasks had a negative impact on student learning. Thus, part of the discussion between principals and their assistants would need to be how, in the process of determining duties, an appropriate focus on student learning would be consistently maintained.

### ***Change Theory***

Change theory demands that how ideas spread be taken into account. In an earlier typology exercise, Ohio consisted of more than 600 school districts and served more than 1.6 million students (Ohio Department of Education, 2013). Unlike other states that might have more county-based school systems, each district in Ohio is its own entity, forming a dispersed network in which more than a third of district typologies were rural at the time of the last district categorization (Ohio Department of Education, 2013). Innovation in education has been linked with district wealth, promotion of adoption by change agencies and, perhaps most critically, interpersonal networks (Rogers, 2003). If principals are most influential or responsible for the actual tasks of assistant principals, innovation in assistant principal duties may run up against the same system norms barriers, such as per pupil expenditure amounts or isolation, identified in education. In the

resulting change process, connected building principals – opinion leaders among their peers – may be key to encouraging diffusion of the above recommendations, and thus it is recommended that they be engaged, along with their professional organizations, such as the OASSA.

Change processes are also not typically a “Point A to Point B” affair. Change processes are nonlinear (Burke, 2018), especially when the change is bound up in so many local entities and, in this case, individual personalities. For example, a high school principal may gradually release instructional leadership responsibilities to his or her assistant(s) based on the above recommendations but run into political or practical concerns when attempting to bestow the title and concomitant duties of an associate principal on that person. From launch point to goal achievement, change itself alters the change process.

Lewin’s three-phase model (as cited in Burke, 2018) consisted of an unfreezing stage, movement, and a refreezing stage. Some unfreezing and movement of the high school assistant principalship may have already taken place in Ohio since the Kriekard (1985) or Scott (2011) studies were conducted thanks to the implementation of the Ohio Teacher Evaluation System (OTES), which required assistant principals statewide to become even more involved in staff leadership competencies such as teacher evaluation. For the above recommendations to be implemented, additional unfreezing and movement of the high school assistant principalship must be considered before the position can be refrozen as a more direct successor to the principalship, steeped in instructional leadership as opposed to pupil personnel.

Finally, the change process impresses upon us the need to plan all the way through, from pre-beginning to post-end state. Burke (2018) advocated a four-phase process: prelaunch, launch, postlaunch, and sustaining. Adjusting the traditional role of the high school assistant principal would require all four phases. In the prelaunch phase, principals and assistant principals would reflect on their leadership styles, collaborate on a clear, shared vision for the competencies of the position, and provide a link to a rationale, or “burning platform” (Evans, as cited in Burke, 2018, p. 330) for changes in the assigned competencies of the position. As Kotter (2012) pointed out, a lack of urgency, or a lack of making the appropriate case for urgency, has often been the death knell of many a change process.

In the launch phase, potential resistance from education fundamentalists (Muhammad, 2009) may need to be addressed, particularly those who see assistant principals purely as disciplinarians and not as instructional leaders. Consistency and perseverance will be key in the postlaunch period. When the school year gets tough, when student activities coverage threatens to overwhelm, there must be a plan for how to keep the assistant principal engaged in actual competencies that are both desired and important. Finally, sustaining change will involve the rewriting of job descriptions, the maintenance of momentum, and a recurring commitment to the change process.

### **Implementation of the Proposed Solution**

Several factors, including stakeholder concerns, leadership elements, and the feasibility of timelines and resources, were considered with regard to the implementation and assessment of the study’s recommendations.

**Factors and Stakeholders Related to the Implementation of the Solution**

The successful implementation of the above recommendations will depend primarily upon the interplay between the high school assistant principal and his or her building principal, but the support of additional internal stakeholders, such as district administrators and teachers, as well as an understanding by external stakeholders, such as parents and community members, may also be necessary when attempting to implement change. The following are several factors and stakeholders related to the implementation of the study's recommendations.

***Leader's Role in Implementing Proposed Solution***

The cooperation and collaboration of multiple leaders are required to implement the proposed recommendations. Before implementation, the leadership of the school district must commit to a purposeful and substantive conceptualization of the high school assistant principalship as an educational leadership position in its own right and as part of the vital principalship pipeline, not as a dumping ground (Houchens, 2012) for any and all duties as assigned. During implementation, district leadership will need to help nurture and support not only the professional growth of the high school assistant principal, but the relationship between the assistant principal and the building principal, as the building principal will likely remain in control of specific duties and tasks assigned (Lochmiller & Karnopp, 2016). After implementation, district leadership must work to sustain changes through quality assurance measures such as administrative evaluations and continuous, job-embedded professional development.

As the leader most responsible for the competencies, duties, and tasks performed by the assistant principal (Lochmiller & Karnopp, 2016), the building principal must be

open to and supportive of having the ideal/actual discussion with his or her assistant principal(s) prior to implementation. During implementation, the building principal would provide on-the-job evaluation and support – induction for new assistant principals, supportive of professional development for experienced assistant principals (Gates et al., 2019) – specific to collaboratively-determined competency areas, duties, and tasks. After implementation, said support would continue along with follow-up professional development to solidify and celebrate changes (Kotter, as cited in Harvard Business School Publishing Corporation, 2011) and prepare for next steps.

Finally, the high school assistant principal would be a leader in their own right during the implementation of this study's recommendations. The assistant principal should use this study's findings and review of the literature to advocate for participating in the study's recommendations. Leadership is also about followership, and the high school assistant principal can demonstrate the courage to serve (Chaleff, 2009) his or her principal by building a strong relationship and advocating appropriately for an assistant principalship that mirrors, supports, and strengthens the principalship.

### ***Building Support for The Proposed Solution***

The primary relationship related to full implementation of the study's recommendations – particularly the first three recommendations that directly impact the high school assistant principal position – will be that of the high school assistant principal and his or her building principal. If the assistant principal is the leader attempting to implement the proposed recommendations, he or she would want to begin with a conversation with the building principal, in which they lay out not only the rationale for the first three recommendations, but how implementing the recommendations will benefit

the principal, the school, and the district. For example, the assistant principal would want to demonstrate how the alignment of ideal and actual tasks in relation to their overall level of motivation would allow them to serve the principal more substantively, and that being aligned with more staff and instructional leadership competencies would get them into more classrooms more frequently, thus increasing overall impact on teaching and learning in the high school setting.

Building principals would also play a role in building support for the above recommendations. Not only would the reconceptualization of actual assistant principal competencies be difficult or impossible without the active support of the building principal themselves, but the building principal can also lay the groundwork for an aligned assistant principalship with members of the district leadership team. The building principal would be key in making the case for the above recommendations as a strengthening of the district's leadership pipeline and ability to provide instructional leadership for teachers and students. If some at the building level feel that the position is being reconceptualized in a way that makes them feel uncomfortable, it will be the leadership of the building principal that will be needed to mitigate those fears.

#### ***Additional Considerations for Implementation and Assessment***

It should be noted that, even in the fairly limited and targeted principal pipeline study, which consisted of six school districts, each school district found a unique path to the restructuring of their pipeline that worked for them (Gates et al., 2019). Thus, implementation of this study's recommendations could feasibly encompass a range of levels of implementation. For example, a high school building principal and assistant principal could simply decide to implement this study's recommendations as their

working relationship. At the other end of the spectrum, a large district could implement the above recommendations as part of their overall leadership pipeline strategy. The amount and scale of implementation is subject to a great amount of local flexibility.

Both quantitative and qualitative assessment of the study's recommendations is feasible and encouraged. Elements of the study could be replicated to assess the closing of the gap between ideal and actual competency participation, and whether or not a district's high school assistant principals felt that the proliferation of their duties had been successfully mitigated by ongoing conversations and professional development. These assessments and conversations could take place within the context of the normal leadership evaluation process conducted by school districts.

#### ***Global / External Implications for the Organization***

The assistant principalship has historically taken a back seat to the principalship. As the literature review elucidated, the assistant principalship has been viewed as a "forgotten" position in the research. As a result of implementing this study's recommendations, it is hoped that the assistant principalship will continue to not only serve as a critical pipeline for other school leadership positions, but as an important position in its own right.

#### **Evaluation and Timeline for Implementation and Assessment**

In addition to the replication of this study to confirm positive, significant correlations between actual job competencies and motivation in the high school assistant principalship in Ohio, Kriekard's (1985) survey could also reveal gap closing between ideal competencies, actual competencies, and perceived importance of tasks in the high school assistant principalship. The initial replication of this study should take place in

partnership with the OASSA at an assistant principals' conference and presumably following the re-opening of Ohio's schools. Anonymous paper-and-pencil surveys could be administered in a professional development setting to ensure increased participation.

On a more practical level, high school head principals in Ohio would be well-positioned to assess whether or not their assistant principals have taken on actual competencies in line with their ideal expectations, the role of the building principal, and which represent targeted, not scattershot, duty assignments. A feasible timeline for implementation and assessment is built into the normal yearly evaluation cycle for assistant principals and principals through the OPES. The implementing building principal would use the study's findings and recommendations to collaboratively develop competency areas and task specialization with the assistant principal prior to student arrival at the start of the school year, during the phase when assistant principals and principals develop their professional growth plans, including goal-setting components (Ohio Department of Education, 2020). The recommendations would then be implemented and monitored throughout the year, with formal and informal observations, mid-year review and conference, and final review and conference proceeding as normally scheduled. Thus, those wishing to implement the study's recommendations are not duplicating work and may do so by utilizing existing structures created by the Ohio Department of Education.

During or following the final review and conference with the assistant principal, the principal could assess the success of the implementation of the study's recommendations by gathering, either formally or informally, the following information from the assistant principal's perspective: First, did actual competencies assigned during

the school year match the administrator's expectations and the study data? Second, were the competencies, duties, and tasks assigned aligned with those of the principalship? Third, did the assistant principal feel that their competencies, duties, and tasks were targeted, specific, and achievable? By addressing these questions within the context of the professional evaluation process, the high school principal and assistant principal will be using research-based practice to enhance their collaborative relationship.

Finally, before the cycle begins again with the next year's evaluation process, the high school principal and/or district administration – human resources, assistant superintendent, superintendent, or other members of the leadership structure – should use these discussions and collected evidence to examine the job description of the high school assistant principal and make adjustments accordingly. The new job description would then be submitted to the board of education for approval and included as board policy and as part of the administrative guidelines and job descriptions for the school district. This would have the impact of codifying change that had already taken place “on the ground” in the organization and standardize the research-based practices in the event of position turnover.

### **Implications**

As a result of this study, more is known about the public high school assistant principalship in Ohio and what motivated assistant principals in relation to the competencies they performed in their roles. Both practical implications and implications for future research emerged as a result.

### **Practical Implications**

The majority of previous studies of the assistant principalship have lamented the general lack of attention paid to and knowledge of the position, even as it developed and expanded into a critical role in schools over the last century. This reality was complicated by the fact that education in the United States exists within the context of federalism, and state and local control has meant that the high school assistant principalship may look different in each state and locality. From a practical standpoint, simply knowing more about the public high school assistant principalship represented a contribution to the professional practice setting of education. As a result of the study, it was learned that public high school assistant principals in Ohio reported increased motivation levels in correlation with increased actual competencies performed. This was a significant finding for the professional practice setting, because if the feeling prior to this study was that assistant principals have historically done primarily what they are told (Militello et al., 2015), this study added the important caveat that public high school assistant principals in Ohio were motivated to do it.

Practically speaking, this study also impacted leadership pipelines in education and the alignment of professional competencies to continuous improvement goals. Tangential to the main research question, this study confirmed that the assistant principalship was an important stepping-stone to the principalship and central office leadership positions. Due to the study's findings, district and building leaders may align desired competencies, actual competencies, the tasks performed in the principalship, the overall goals of the building and the district, and motivation levels, creating more efficient and effective leadership in public high schools in Ohio.

### **Implications for Future Research**

As an exploratory study of high school assistant principal job competencies and motivation, further research should be conducted in a number of areas to rigorously test the findings that were included herein, as well as expand into additional research questions raised by this study.

First, this study should be replicated in Ohio after the COVID-19 disruption of normal school operations has concluded. The number of people willing to respond to and complete the survey may have been negatively impacted by the pandemic and work-from-home environment. For example, assistant principals were asked to reflect on job competencies related to pupil personnel and competencies practiced to a lesser degree when working in a distance learning environment. An ideal setting in which to replicate the study and administer the survey would be at the annual OASSA Assistant Principals' Conference, where the survey could be offered in both print and electronic formats and completed during the conference itself.

Based upon some of the discrepancies between dichotomized, validated job competencies in this study and in those of the original study by Kriekard (1985), perhaps it is time to revisit the job competencies themselves to ensure that a comprehensive, validated list exists for high school assistant principals specific to the current educational environment. A newly validated list of competencies for the secondary assistant principalship could also be compared to state evaluation systems, like the Ohio Principal Evaluation System, to ensure that what is being evaluated are the competencies that are actually practiced by educational leaders.

New areas for research also emerged as a result of this study. For example, was motivation to perform actual competencies impacted by the assistant principal's personal source of motivation? What motivated assistant principals to enter education in the first place? By researching the sources of motivation of secondary assistant principals more deeply, the research might lead to further practical implications, such as the development of tools to implement during the hiring process for school administrators that would work to ensure alignment of a candidate's motivation source to the requirements of a position or the needs of the school/district as a whole. Additionally, this study revealed a gap between the top ideal and actual competency areas on one hand, and perceptions of the importance of the competency areas on the other hand, despite a continuing positive motivation correlation across all competencies. Future research could mine this gap and attempt to explore why, although assistant principals have done what they are told (Militello et al., 2015) but feel motivated to do it, they also may feel that what they are doing and are motivated to do is not necessarily the most important thing they could be doing, namely more instructional leadership beyond the teacher evaluation process.

### **Implications for Leadership Theory and Practice**

The assistant principalship has occupied a unique position in the leadership continuum. At times, it is a leadership position with a great deal of autonomy. At other times, it is clearly a position where good followership is required, especially as related to acting with the courage to serve (Chaleff, 2009) one's immediate supervisor, the building principal. Through the years, however, a defined and aligned assistant principalship has remained elusive. This study united the lists of what assistant principals do – the competencies of the public high school assistant principalship and one of the ways in

which the assistant principalship has primarily been studied – to the deeper leadership theory wellspring of “who leaders are” (Lowney, 2003, p. 19) in terms of what motivated them to fulfill those competencies. By knowing more about what motivated public high school assistant principals in Ohio, we have learned more about what motivates leaders of all stripes, and about who they are as opposed to simply what they do.

Additionally, this study represented a practical exercise in strengths-based leadership alignment. In asking public high school assistant principals in Ohio to reflect upon what they would ideally do in the course of their jobs, what they actually do in the course of their jobs, and their related levels of motivation for each job competency, they were taking part in a study that attempted to tease out what assistant principals felt they were most motivated to do, were best at doing, and what they felt was important. When people have the opportunity to do what they do best, they are more emotionally engaged at work (Rath, 2007). Also, a useful tool in any leader’s toolbox is to be able to know one’s self, to win private, personal victories first (Covey, 2004), to ascertain what one knows and does not know about one’s behaviors (Luft, as cited in Glickman, Gordon, & Ross-Gordon, 2007), and to recognize that this self-awareness and emotional intelligence – in this case, understanding one’s motivators – is perhaps even more important than raw intelligence (Goleman, 2006). This study added to the base of knowledge in these key areas of work and leadership.

### **Summary of the Study**

The purpose of this quantitative survey study was to explore the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools. The independent variable was the actual job competencies practiced in the

high school assistant principalship. The dependent variable was motivation. The study sought to address turnover concerns in educational leadership as well as general gaps in knowledge about the position. The following was the main research question investigated in the study: What is the relationship between the job competencies and motivation of high school assistant principals in Ohio public schools? To answer the research question, the following hypotheses were investigated in this study:

Hypothesis #1: There will be a significant, positive relationship between the actual school management job competencies and motivation of high school assistant principals.

Hypothesis #2: There will be a significant, positive relationship between the actual leadership job competencies and motivation of high school assistant principals.

Hypothesis #3: There will be a significant, positive relationship between the actual community relations job competencies and motivation of high school assistant principals.

Hypothesis #4: There will be a significant, positive relationship between the actual instructional leadership job competencies and motivation of high school assistant principals.

Hypothesis #5: There will be a significant, negative relationship between the actual student activities job competencies and motivation of high school assistant principals.

Hypothesis #6: There will be a significant, negative relationship between the actual pupil personnel job competencies and motivation of high school assistant principals.

Surveys were sent to 489 assistant principals in Ohio with public high school duty assignments. In 71 recorded responses, assistant principals provided data on their ideal job competencies, actual job competencies, and related levels of motivation. In nearly all cases, actual competencies were found to be positively and significantly correlated with motivation levels.

Based upon the results and overall timing of the study, as well as previous research, four recommendations were made:

Recommendation #1: Purposefully assign competencies to high school assistant principals in line with ideal competencies, and with school and district objectives.

Recommendation #2: Assign actual competencies that align directly with the competencies practiced in the principalship and mentor assistant principals accordingly.

Recommendation #3: Create job descriptions for high school assistant principals that target specific, limited competency areas and mitigate the proliferation of duties.

Recommendation #4: Replicate the study at an OASSA Assistant Principals' conference, following the conclusion of the COVID-19 disruption of Ohio's public school systems.

Ideally, the above recommendations would be implemented and assessed in alignment with the timeline established for the annual Ohio Principal Evaluation System cycle, and primarily take into account the perspectives and experiences of building principals, school district leadership, and assistant principals themselves in addition to supplemental considerations for other internal and external stakeholders. The implementation of a defined, aligned, strengths-based high school assistant principalship adds a dimension of knowledge to the research base in the field of education and makes a

significant contribution to the creation of a motivated, effective front-line administrative position that serves as a direct pipeline to the principalship and other leadership positions, and will create positive outcomes for students, teachers, and other educational stakeholders. As research frequently raises more questions than it answers, it is hoped that the results of this study will spawn future research into the competencies of educational leadership, the ideal and actual competencies of the assistant principalship, and work motivation research as we continue to learn more about this once-forgotten position, forgotten no longer.

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Table 1

*Variables and Hypothesized Relationships*

Competency (Independent Variable)	Motivation (Dependent Variable)
	Hypothesized Relationship
1.0: Management of School	+
2.0: Leader in Staff Personnel	+
3.0: Community Relations	+
4.0: Instructional Leader	+
5.0: Student Activities	-
6.0: Pupil Personnel	-

Table 2

*Demographics: Sex*

Sex	N	Percent of those responding
M	21	67.74%
F	10	32.26%
Total	31	100.00%

Table 3

*Demographics: Age Category*

Age category	N	Percent of those responding
Less than 30 years old	0	0.00%
30 to 40 years old	10	32.26%
41 to 50 years old	12	38.71%
51 to 60 years old	4	12.90%
Over 60 years old	5	16.13%
Total	31	100.00%

Table 4

*Demographics: Race/Ethnicity*

Race/ethnicity (U.S. Census Bureau, 2020)	N	Percent of those responding
White	27	87.10%
Black or African American	4	12.90%
American Indian or Alaska Native	0	0.00%
Asian	0	0.00%
Native Hawaiian or Pacific Islander	0	0.00%
Other	0	0.00%
Total	31	100.00%
Are you of Hispanic, Latino, or Spanish origin?		
Yes	1	3.23%
No	30	96.77%
Total	31	100.00%

Table 5

*Demographics: Teaching Experience*

Number of years of teaching experience	N	Percent of those responding
Less than three years	1	3.23%
Four to five years	2	6.45%
Six to 10 years	6	19.35%
11 to 15 years	8	25.81%
16 to 20 years	5	16.13%
More than 20 years	9	29.03%
Total	31	100.00%

Table 6

*Demographics: Assistant Principal Experience*

Number of years of assistant principal experience	N	Percent of those responding
Less than three years	7	22.58%
Four to five years	6	19.35%
Six to 10 years	10	32.26%
11 to 15 years	8	25.81%
16 to 20 years	0	0.00%
More than 20 years	0	0.00%
Total	31	100.00%

Table 7

*Demographics: Years as Administrator (Other)*

Years as administrator other than assistant principal	N	Percent of those responding
Does not apply	14	45.16%
Less than three years	7	22.58%
Four to five years	4	12.90%
Six to 10 years	2	6.45%
11 to 15 years	1	3.23%
16 to 20 years	2	6.45%
More than 20 years	1	3.23%
Total	31	100.00%

Table 8

*Demographics: School Setting/Typology (Ohio Department of Education, 2013)*

School setting/typology	N	Percent of those responding
Rural	4	12.90%
Small town	6	19.35%
Suburban	13	41.94%
Urban	8	25.81%
Total	31	100.00%

Table 9

*Demographics: School Enrollment*

School enrollment	N	Percent of those responding
Less than 500 students	6	19.35%
501 to 1000 students	13	41.94%
1001 to 1500 students	7	22.58%
1501 to 2000 students	5	16.13%
More than 2000 students	0	0.00%
Total	31	100.00%

Table 10

*Demographics: Grade Bands*

Grade bands served	N	Percent of those responding
Nine through 12	24	77.42%
Eight through 12	1	3.23%
Seven through 12	1	3.23%
Six through 12	4	12.90%
Career tech 11-12	1	3.23%
Total	31	100.00%

Table 11

*Demographics: Preparation, Mentorship, Job Satisfaction*

Statement	N	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
My administrative licensing program prepared me for the assistant principal's role.	31	6	17	3	3	2
The use of a mentorship program during my first administrative assignment was valuable.	30	8	10	6	3	3
I am satisfied in my role as an assistant principal.	31	8	19	1	3	0

Table 12

*Demographics: Career Aspiration*

Career aspiration	N	Percent of those responding
Leave administration and return to teaching	0	0.00%
Continue as assistant principal for the rest of career	4	12.90%
Become a building principal	12	38.71%
Become a central office administrator	10	32.26%
College professor	1	3.23%
Retirement	1	3.23%
Other/Undecided	3	9.78%
Total	31	100.00%

Table 13

*Demographics: Educational Licensure (Ohio Department of Education, n.d.-b.)*

Educational licensure	N	Percent of total licenses identified
Five-year principal's license	29	67.44%
5-year superintendent's license	8	18.60%
Alternative licensure	2	4.65%
Other	4	9.30%
Total	43	100.00%

*Note.* Respondents were asked to check all that apply. Some assistant principals held more than one professional license.

Table 14

*Competencies of the Secondary Assistant Principalship (Kriekard, 1985)*

Competency 1.0: Management of School	
1.1	Organizes, coordinates, and delegates authority.
1.2	Understands and accepts scope of authority.
1.3*	Establishes communication lines with other principals in the district.
1.4	Assumes responsibility for the development and/or completion of reports, records, and written communication desired or required to facilitate the work of the school and school district.
1.5*	Accepts full-time membership on the school district's leadership team.
1.6*	Explains reasons for district-level and federal rules and regulations to staff, students, and community.
1.7*	Participates in the development and interpretation of district policies.
1.8	Assumes management responsibilities for school plant, facilities, and equipment.
1.9	Sets standards; communicates and monitors standards for orderly maintenance of school facilities.
1.10*	Assesses physical plant and equipment needs in terms of school goals and objectives.
1.11	Reports on nature and cleanliness of the building and its maintenance to district.
1.12	Requests and pursues district or central resources for maintenance and repair of school plant.
1.13*	Develops a comprehensive plan for the orderly improvement of school plant facilities and equipment.
1.14	Coordinates and oversees use of school facilities by community groups (for example, church, recreation, or other purposes).
Competency 2.0: Leader in Staff Personnel	
2.1	Selects, assists, supervises, and evaluates both certified and classified personnel.
2.2	Deals with conflicts that arise among teacher-student-parent-support staff relationships.
2.3*	Recruits applicants for staff positions.
2.4	Follows established district procedures for selection of new staff members.
2.5*	Defines and clarifies responsibilities for all employees – and potential employees.
2.6*	Interviews personnel to select people and/or provide input into the selection decision.
2.7	Makes decisions, involving faculty members and/or other staff personnel, where appropriate.
2.8	Accepts responsibility for the evaluation of staff competence.

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Competency 2.0: Leader in Staff Personnel (cont'd)	
2.9	Observes teachers' classroom performance for the purpose of evaluation and/or feedback to teacher.
2.10	Uses systematic and effective evaluation procedures.
2.11	Provides feedback to teachers concerning their performance.
2.12	Evaluates the job performance of custodial, secretarial, or other support staff.
2.13*	Organizes and conducts growth activities for certificated and classified personnel.
2.14*	Provides training for staff to enable them to deal with parents and community.
2.15*	Communicates the various roles of resource personnel (nurses, psychologists, curriculum experts, etc.) to staff and teachers.
2.16*	Communicates his/her priorities regarding resources and materials to staff, community, and students.
2.17	Establishes orientation for new teachers/staff.
2.18	Encourages involvement of staff in professional organizations and supports involvement in workshops and classes.
2.19	Participates in professional growth activities: attends professional meetings, reads professional journals, takes classes or attends seminars on relevant topics.
2.20	Assumes personal responsibility for his/her own professional development.
2.21	Encourages the staff to develop, pursue, and continually evaluate its major educational goals and specific objectives.
2.22*	Works cooperatively to facilitate district and school guidance program.
2.23*	Manages guidance and counseling program.
2.24*	Oversees the activities of the guidance counselor.
2.25*	Actively seeks parent cooperation in improving school's guidance program.
2.26*	Facilitates the development of effective working relationships between staff and specialized guidance and counseling services.

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Competency 3.0: Community Relations	
3.1	Deals with community groups in a manner that promotes better understanding and goodwill.
3.2	Communicates effectively with parents and other school patrons to secure favorable understanding and support for the school and its program.
3.3	Seeks to know the parents and to interpret the school's programs to them.
3.4*	Provides structure for dialogue and cooperation between faculty and community groups.
3.5*	Writes and/or presents reports of school activities to community groups.
3.6	Uses various methods for making positive contact with the community.

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Competency 3.0: Community Relations (cont'd)	
3.7*	Oversees and contributes to a newsletter to parents and public to keep them informed of school policies and activities.
3.8	Communicates with public the nature and rationale of various school programs.
3.9*	Utilizes human and material resources of the community to enrich the educational program.
3.10*	Elicits community sponsorship of school programs.
3.11*	Solicits and coordinates parent volunteers and cooperation in school committees, tutor pools, health services, etc., and other school activities.
3.12	Demonstrates professional leadership in the community.
3.13	Participates in various community agencies and concerns, not solely academic (Kiwanis, churches, Chamber of Commerce, Lion's Club, senior citizens groups, etc.)
3.14	Responds to requests for input or ideas on various community programs and activities not directly involving the school.
3.15	Responds to requests for information or help from various community groups, agencies, etc.

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Competency 4.0: Instructional Leader	
4.1	Initiates activities to improve instruction.
4.2*	Understands and utilizes a variety of methods of curriculum evaluation.
4.3*	Monitors staff to determine the extent to which curriculum goals and objectives are being met.
4.4*	Reviews and monitors educational programs to ensure that they meet different students' needs.
4.5	Keeps oneself informed about new techniques (computer technology, human relations, etc.) and how they might affect various staff elements and encourages appropriate educational effort.
4.6*	Provides leadership in the development of a total curriculum and educational policies at all levels.
4.7	Facilitates staff involvement in program development.
4.8	Encourages staff to search for and implement new programs.
4.9*	Uses and encourages staff to use diagnostic, remedial, and enrichment procedures with ever-increasing competence.
4.10	Constantly works to equalize educational opportunities for all students.
4.11	Contributes to the definition and clarification of the educational goals and objectives of the school district.
4.12	Serves on district-level curriculum and policy committees.
4.13*	Confers with other principals and/or district personnel to coordinate educational programs across schools.
4.14*	Actively cooperates in evaluation of local school and total district programs.
4.15*	Maintains articulation with feeder schools and institutions of higher education.

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Competency 4.0: Instructional Leader (cont'd)	
4.16	Prepares and implements the master schedule.
4.17	Resolves conflicts in class schedules, works with data processing and teachers to effect solutions.
Competency 5.0: Student Activities	
5.1	Supervises and administers student organizations.
5.2	Develops and coordinates student activities (athletics, debates, etc.) with other schools in and out of the district.
5.3	Reviews the number and nature of student activities or establishes a system to review and eliminate or add activities.
5.4	Meets with leaders of student organizations.
5.5	Encourages and secures parent involvement in student activities as participants and chaperones.
5.6	Confers with coaches and other activity leaders to insure space, time, and resource requirements for various activities.
5.7	Supervises and administers the athletic program.
5.8	Plans facility usage and maintains a master activity schedule.
5.9	Assumes responsibility for development and implementation of necessary schedules involving students, staff, community facilities, and equipment.
5.10*	Manages student fund accounts.
5.11	Approves, oversees, and works with student fundraising efforts/exercises.
5.12*	Monitors the expenditure of funds raised by clubs, other community groups or student activities.
Competency 6.0: Pupil Personnel	
6.1	Assumes responsibility for student management procedures.
6.2	Cooperatively establishes procedures for developing and maintaining a high level of positive student behavior.
6.3	Organizes a system whereby discipline is handled.
6.4	Monitors disciplinary actions involving students to ensure due process is followed.
6.5	Finds and develops programs to reduce absenteeism, tardiness, and/or behavioral problems.
6.6	Manages and supervises the attendance procedures.
6.7	Provides teachers with uniform procedures for keeping and reporting attendance.
6.8	Provides for effective counseling and guidance services for students.
6.9	Ensures appropriate use of community agencies and refers students with special needs.
6.10	Monitors the racial/sexual composition of student groups and the compliance of the school with the provisions of Title IX.

*Note.* Competencies with either an ideal or a real popularity index of less than .501 on Kriekard's (1985) recoded scale and were thus invalidated by that study are denoted by an asterisk (\*).

Table 15

*Comparisons Between Kriekard (1985) and Present Study – Dichotomized Variables*

Competency	% Agreement – Individual Variables	Dichotomized Variables by Competency		Overall Agreement?
		Kriekard (1985)	Present Study	
1.0: Management of School	35.71	.56	.54	Yes
2.0: Leader in Staff Personnel	69.23	.54	.73	Yes
3.0: Community Relations	86.67	.54	.56	Yes
4.0: Instructional Leader	52.94	.53	.73	Yes
5.0: Student Activities	36.36	.60	.37	No
6.0: Pupil Personnel	100.00	.79	.86	Yes



Table 17

*Comparative Means: Competency 1.0 (Management of School) and Motivation*

Competency	Means						
	Dichotomized competencies (Kriekard, 1985)		Dichotomized competencies		Scaled competencies		Scaled motivation
	Ideal	Real	Ideal	Real	Ideal	Real	
1.1	.92	.63	.89	.65	4.10	3.66	4.20
1.2	.97	.76	.99	.86	4.73	4.28	4.62
1.3	.79	.49	.74	.62	4.17	3.75	4.32
1.4	.87	.72	.87	.78	4.27	4.05	4.23
1.5	.85	.49	.90	.65	4.60	3.82	4.51
1.6	.69	.45	.80	.65	4.19	3.77	4.15
1.7	.88	.49	.87	.57	4.37	3.66	4.48
1.8	.81	.71	.67	.42	3.74	3.15	3.65
1.9	.78	.57	.66	.49	3.69	3.20	3.52
1.10	.74	.49	.63	.37	3.61	3.09	3.62
1.11	.68	.54	.61	.48	3.67	3.29	3.60
1.12	.70	.57	.47	.34	3.24	2.85	3.20
1.13	.53	.32	.43	.28	3.07	2.59	3.06
1.14	.66	.54	.41	.37	2.99	2.74	2.72
Totals	.78	.56	.71	.54	3.89	3.42	3.85

*Note.* Kriekard's (1985) original recoded numbers ran to three decimal places and did not calculate a total mean. The numbers were rounded to two decimal places and a total mean was calculated for consistency.

Table 18

*Correlations: Competency 1.0 (Management of School) and Motivation*

Competency	N	Motivation					
		Pearson		Kendall's tau b		Spearman's rho	
		Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)
1.1	65	.38**	.002	.32**	.003	.36**	.003
1.2	65	.48**	.00	.50**	.00	.53**	.00
1.3	65	.60**	.00	.59**	.00	.66**	.00
1.4	64	.38**	.002	.38**	.001	.41**	.001
1.5	65	.49**	.00	.54**	.00	.58**	.00
1.6	65	.53**	.00	.50**	.00	.56**	.00
1.7	65	.35**	.005	.36**	.001	.40**	.001
1.8	65	.43**	.00	.39**	.00	.45**	.00
1.9	65	.55**	.00	.48**	.00	.54**	.00
1.10	65	.43**	.00	.38**	.00	.42**	.001
1.11	65	.52**	.00	.45**	.00	.51**	.00
1.12	65	.59**	.00	.54**	.00	.59**	.00
1.13	64	.49**	.00	.43**	.00	.47**	.00
1.14	65	.60**	.00	.54**	.00	.60**	.00

\*  $p < .05$ , two-tailed. \*\*  $p < .01$ , two-tailed.

Table 19

*Descriptive Statistics: Competency 2.0 (Leader in Staff Personnel) and Motivation*

Competency	N	Min	Max	Mean	Std. dev	Skewness		Kurtosis	
						Statistic	Std. err	Statistic	Std. err
2.1 Actual	52	2	5	4.56	.75	-1.93	.33	3.72	.65
2.1 Motivation	50	2	5	4.66	.69	-2.17	.34	4.50	.66
2.2 Actual	52	2	5	4.58	.64	-1.72	.33	3.95	.65
2.2 Motivation	50	3	5	4.70	.54	-1.66	.34	1.98	.66
2.3 Actual	52	1	5	3.79	1.16	-.74	.33	-.07	.65
2.3 Motivation	50	1	5	4.40	1.01	-2.01	.34	3.90	.66
2.4 Actual	52	1	5	4.29	.98	-1.54	.33	2.08	.65
2.4 Motivation	50	1	5	4.44	.93	-1.80	.34	3.14	.66
2.5 Actual	52	1	5	3.71	1.16	-.66	.33	-.51	.65
2.5 Motivation	50	1	5	4.26	1.01	-1.81	.34	3.35	.66
2.6 Actual	52	2	5	4.27	.82	-1.21	.33	1.42	.65
2.6 Motivation	50	1	5	4.56	.84	-2.48	.34	7.05	.66
2.7 Actual	52	2	5	4.08	.93	-.93	.33	.23	.65
2.7 Motivation	50	2	5	4.58	.67	-1.77	.34	3.49	.66
2.8 Actual	52	3	5	4.73	.49	-1.58	.33	1.65	.65
2.8 Motivation	50	3	5	4.82	.44	-2.45	.34	5.73	.66
2.9 Actual	52	3	5	4.83	.47	-2.84	.33	7.62	.65
2.9 Motivation	50	3	5	4.84	.42	-2.72	.34	7.35	.66
2.10 Actual	51	2	5	4.73	.67	-2.59	.33	6.39	.66
2.10 Motivation	48	3	5	4.83	.52	-3.09	.34	8.41	.67
2.11 Actual	52	3	5	4.83	.43	-2.52	.33	6.12	.65
2.11 Motivation	50	3	5	4.86	.41	-3.05	.34	9.48	.66
2.12 Actual	52	2	5	4.10	1.00	-.70	.33	-.73	.65
2.12 Motivation	50	2	5	4.24	.85	-.70	.34	-.64	.66
2.13 Actual	52	2	5	3.79	1.04	-.44	.33	-.92	.65
2.13 Motivation	50	1	5	3.96	1.07	-.76	.34	-.21	.66
2.14 Actual	52	1	5	3.25	1.28	-.26	.33	-.94	.65
2.14 Motivation	50	1	5	4.12	.92	-1.24	.34	1.88	.66
2.15 Actual	52	1	5	3.42	1.23	-3.5	.33	-.78	.65
2.15 Motivation	50	2	5	3.78	1.00	-.44	.34	-.78	.66
2.16 Actual	52	2	5	3.75	1.10	-.30	.33	-1.23	.65
2.16 Motivation	50	2	5	4.12	.94	-.86	.34	-.11	.66
2.17 Actual	52	1	5	3.40	1.23	-.23	.33	-1.00	.65
2.17 Motivation	50	2	5	3.96	.97	-.62	.34	-.53	.66
2.18 Actual	52	1	5	3.81	1.21	-.73	.33	-.56	.65
2.18 Motivation	50	2	5	4.30	.86	-1.03	.34	.23	.66
2.19 Actual	52	1	5	4.50	.83	-2.05	.33	5.16	.65
2.19 Motivation	50	3	5	4.74	.49	-1.67	.34	1.99	.66
2.20 Actual	52	3	5	4.75	.56	-2.18	.33	3.87	.65
2.20 Motivation	50	4	5	4.84	.37	-1.91	.34	1.73	.66
2.21 Actual	52	2	5	4.37	.95	-1.38	.33	.82	.65
2.21 Motivation	50	2	5	4.60	.67	-1.87	.34	3.83	.66
2.22 Actual	52	1	5	4.02	1.08	-.93	.33	.03	.65



Table 20

*Comparative Means: Competency 2.0 (Leader in Staff Personnel) and Motivation*

Competency	Means						Scaled motivation
	Dichotomized competencies (Kriekard, 1985)		Dichotomized competencies		Scaled competencies		
	Ideal	Real	Ideal	Real	Ideal	Real	
2.1	.87	.63	1.00	.92	4.76	4.56	4.66
2.2	.94	.89	.96	.96	4.70	4.58	4.70
2.3	.65	.31	.85	.62	4.33	3.79	4.40
2.4	.80	.62	.94	.85	4.61	4.29	4.44
2.5	.73	.47	.93	.65	4.31	3.71	4.26
2.6	.82	.50	.96	.88	4.61	4.27	4.56
2.7	.91	.68	.98	.81	4.63	4.08	4.58
2.8	.86	.69	1.00	.98	4.83	4.73	4.82
2.9	.90	.73	1.00	.96	4.91	4.83	4.84
2.10	.91	.68	.96	.92	4.85	4.73	4.83
2.11	.93	.73	1.00	.98	4.94	4.83	4.86
2.12	.80	.56	.85	.71	4.35	4.10	4.24
2.13	.67	.33	.75	.65	4.15	3.79	3.96
2.14	.68	.28	.76	.46	4.07	3.25	4.12
2.15	.70	.44	.69	.50	3.85	3.42	3.78
2.16	.68	.43	.76	.60	4.13	3.75	4.12
2.17	.76	.51	.80	.50	4.15	3.40	3.96
2.18	.75	.54	.89	.67	4.33	3.81	4.30
2.19	.95	.72	1.00	.88	4.80	4.50	4.74
2.20	.97	.89	.98	.94	4.89	4.75	4.84
2.21	.84	.53	.94	.83	4.69	4.37	4.60
2.22	.74	.50	.81	.73	4.33	4.02	4.38
2.23	.56	.32	.63	.46	3.93	3.33	4.00
2.24	.62	.39	.63	.56	3.87	3.56	3.94
2.25	.48	.21	.52	.29	3.46	3.06	3.48
2.26	.65	.41	.68	.60	4.04	3.69	4.02
Totals	.78	.54	.86	.73	4.40	4.05	4.36

*Note.* Kriekard's (1985) original recoded numbers ran to three decimal places and did not calculate a total mean. The numbers were rounded to two decimal places and a total mean was calculated for consistency.

Table 21

*Correlations: Competency 2.0 (Leader in Staff Personnel) and Motivation*

Competency	N	Motivation					
		Pearson		Kendall's tau b		Spearman's rho	
		Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)
2.1	52	.40**	.004	.46**	.001	.48**	.00
2.2	52	.26	.07	.41**	.003	.43**	.002
2.3	52	.43**	.002	.41**	.001	.45**	.001
2.4	52	.54**	.00	.48**	.00	.51**	.00
2.5	52	.56**	.00	.52**	.00	.58**	.00
2.6	52	.63**	.00	.53**	.00	.55**	.00
2.7	52	.45**	.001	.39**	.003	.42**	.003
2.8	52	.42**	.002	.48**	.001	.49**	.00
2.9	52	.56**	.00	.65**	.00	.66**	.00
2.10	51	.58**	.00	.53**	.00	.54**	.00
2.11	52	.55**	.00	.66**	.00	.67**	.00
2.12	52	.56**	.00	.54**	.00	.62**	.00
2.13	52	.48**	.00	.49**	.00	.55**	.00
2.14	52	.27	.06	.29*	.02	.33*	.02
2.15	52	.61**	.00	.56**	.00	.64**	.00
2.16	52	.61**	.00	.60**	.00	.66**	.00
2.17	52	.54**	.00	.48**	.00	.55**	.00
2.18	52	.62**	.00	.60**	.00	.66**	.00
2.19	52	.41**	.003	.51**	.00	.53**	.00
2.20	52	.48**	.00	.56**	.00	.58**	.00
2.21	52	.41**	.003	.48**	.00	.51**	.00
2.22	52	.60**	.00	.58**	.00	.62**	.00
2.23	52	.36*	.01	.35**	.004	.39**	.005
2.24	52	.41**	.004	.43**	.00	.46**	.001
2.25	52	.53**	.00	.47**	.00	.53**	.00
2.26	52	.49**	.00	.49**	.00	.55**	.00

\*  $p < .05$ , two-tailed. \*\*  $p < .01$ , two-tailed.



Table 23

*Comparative Means: Competency 3.0 (Community Relations) and Motivation*

Competency	Means						Scaled motivation
	Dichotomized competencies (Kriekard, 1985)		Dichotomized competencies		Scaled competencies		
	Ideal	Real	Ideal	Real	Ideal	Real	
3.1	.88	.70	.88	.57	4.28	3.69	4.17
3.2	.92	.73	.98	.86	4.67	4.29	4.52
3.3	.94	.74	1.00	.90	4.77	4.43	4.45
3.4	.77	.45	.74	.50	3.93	3.38	3.90
3.5	.67	.42	.65	.40	3.74	3.10	3.93
3.6	.84	.57	.98	.71	4.51	4.00	4.40
3.7	.63	.39	.70	.48	3.81	3.24	3.81
3.8	.78	.51	.67	.55	3.93	3.52	4.00
3.9	.78	.43	.70	.45	4.02	3.38	3.98
3.10	.63	.35	.70	.43	3.93	3.19	3.79
3.11	.55	.35	.67	.36	3.74	2.98	3.48
3.12	.92	.75	.95	.86	4.60	4.29	4.57
3.13	.79	.55	.56	.33	3.67	2.95	3.48
3.14	.74	.54	.63	.36	3.84	3.12	3.67
3.15	.84	.68	.77	.57	4.12	3.55	3.86
Totals	.78	.54	.77	.56	4.10	3.54	4.00

*Note.* Kriekard's (1985) original recoded numbers ran to three decimal places and did not calculate a total mean. The numbers were rounded to two decimal places and a total mean was calculated for consistency.

Table 24

*Correlations: Competency 3.0 (Community Relations) and Motivation*

Competency	N	Motivation					
		Pearson		Kendall's tau b		Spearman's rho	
		Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)
3.1	42	.67**	.00	.63**	.00	.70**	.00
3.2	42	.54**	.00	.55**	.00	.58**	.00
3.3	42	.80**	.00	.79**	.00	.82**	.00
3.4	42	.47**	.002	.44**	.001	.48**	.001
3.5	42	.26	.09	.25	.06	.25	.11
3.6	42	.46**	.002	.50**	.00	.53**	.00
3.7	42	.67**	.00	.59**	.00	.68**	.00
3.8	42	.56**	.00	.49	.00	.55**	.00
3.9	42	.58**	.00	.52**	.00	.57**	.00
3.10	42	.52**	.00	.47**	.00	.54**	.00
3.11	42	.61**	.00	.57**	.00	.65**	.00
3.12	42	.55**	.00	.64**	.00	.66**	.00
3.13	42	.63**	.00	.57**	.00	.62**	.00
3.14	42	.65**	.00	.56**	.00	.63**	.00
3.15	42	.66**	.00	.67**	.00	.72**	.00

\*  $p < .05$ , two-tailed. \*\*  $p < .01$ , two-tailed.



Table 26

*Comparative Means: Competency 4.0 (Instructional Leader) and Motivation*

Competency	Means						Scaled motivation
	Dichotomized competencies (Kriekard, 1985)		Dichotomized competencies		Scaled competencies		
	Ideal	Real	Ideal	Real	Ideal	Real	
4.1	.87	.62	.91	.73	4.45	3.94	4.58
4.2	.83	.49	.97	.79	4.45	4.06	4.30
4.3	.81	.46	.94	.82	4.58	4.27	4.45
4.4	.83	.48	.91	.76	4.42	4.03	4.39
4.5	.89	.64	.97	.82	4.61	4.15	4.36
4.6	.76	.47	.79	.58	4.03	3.48	4.03
4.7	.82	.54	.85	.73	4.33	3.88	4.27
4.8	.82	.52	.91	.79	4.33	4.00	4.33
4.9	.77	.42	.88	.76	4.36	3.97	4.33
4.10	.91	.66	.97	.91	4.67	4.39	4.55
4.11	.86	.60	.91	.79	4.42	4.06	4.30
4.12	.84	.53	.88	.73	4.42	3.79	4.36
4.13	.83	.48	.85	.64	4.33	3.67	4.33
4.14	.82	.48	.85	.52	4.18	3.42	4.12
4.15	.75	.43	.73	.64	4.03	3.64	4.03
4.16	.71	.54	.73	.61	4.00	3.52	3.91
4.17	.73	.60	.79	.73	4.21	3.94	4.12
Totals	.81	.53	.87	.73	4.34	3.89	4.28

*Note.* Kriekard's (1985) original recoded numbers ran to three decimal places and did not calculate a total mean. The numbers were rounded to two decimal places and a total mean was calculated for consistency.

Table 27

*Correlations: Competency 4.0 (Instructional Leader) and Motivation*

Competency	N	Motivation					
		Pearson		Kendall's tau b		Spearman's rho	
		Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)
4.1	33	.46**	.007	.46**	.005	.49**	.004
4.2	33	.71**	.00	.71**	.00	.73**	.00
4.3	33	.72**	.00	.71**	.00	.76**	.00
4.4	33	.73**	.00	.66**	.00	.70**	.00
4.5	33	.68**	.00	.74**	.00	.79**	.00
4.6	33	.59**	.00	.58**	.00	.63**	.00
4.7	33	.70**	.00	.68**	.00	.73**	.00
4.8	33	.75**	.00	.80**	.00	.83**	.00
4.9	33	.54**	.001	.58**	.00	.61**	.00
4.10	33	.56**	.001	.57**	.001	.59**	.00
4.11	33	.69**	.00	.71**	.00	.75**	.00
4.12	33	.55**	.001	.58**	.00	.61**	.00
4.13	33	.52**	.002	.56**	.00	.61**	.00
4.14	33	.54**	.001	.53**	.00	.59**	.00
4.15	33	.67**	.00	.69**	.00	.73**	.00
4.16	33	.47**	.006	.48**	.001	.55**	.001
4.17	33	.48**	.004	.55**	.00	.57**	.001

\*  $p < .05$ , two-tailed. \*\*  $p < .01$ , two-tailed.



Table 29

*Comparative Means: Competency 5.0 (Student Activities) and Motivation*

Competency	Means						Scaled motivation
	Dichotomized competencies (Kriekard, 1985)		Dichotomized competencies		Scaled competencies		
	Ideal	Real	Ideal	Real	Ideal	Real	
5.1	.79	.73	.59	.59	3.75	3.59	3.75
5.2	.73	.65	.53	.41	3.28	3.09	3.50
5.3	.80	.59	.41	.37	3.25	3.22	3.39
5.4	.83	.62	.78	.72	4.09	4.03	4.19
5.5	.71	.52	.56	.41	3.72	3.22	3.34
5.6	.81	.74	.44	.31	3.38	3.03	3.16
5.7	.60	.58	.31	.34	2.78	2.81	2.75
5.8	.74	.66	.31	.31	2.69	2.63	2.81
5.9	.69	.63	.37	.28	2.94	2.72	2.78
5.10	.54	.42	.22	.16	2.22	2.09	2.19
5.11	.59	.48	.41	.34	2.81	2.63	2.63
5.12	N/A <sup>a</sup>	N/A <sup>a</sup>	.31	.19	2.63	2.28	2.34
Totals	.71	.60	.44	.37	3.13	2.95	3.07

*Note.* Kriekard's (1985) original recoded numbers ran to three decimal places and did not calculate a total mean. The numbers were rounded to two decimal places and a total mean was calculated for consistency.

<sup>a</sup>A dichotomized score for item 5.12 was not published in the original dissertation or in the follow-up publication by Norton and Kriekard (1987).

Table 30

*Correlations: Competency 5.0 (Student Activities) and Motivation*

Competency	N	Motivation					
		Pearson		Kendall's tau b		Spearman's rho	
		Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)
5.1	32	.68**	.00	.60**	.00	.66**	.00
5.2	32	.54**	.002	.44**	.003	.50**	.004
5.3	32	.61**	.00	.53**	.00	.59**	.001
5.4	32	.62**	.00	.61**	.00	.65**	.00
5.5	32	.71**	.00	.64**	.00	.69**	.00
5.6	32	.75**	.00	.69**	.00	.75**	.00
5.7	32	.67**	.00	.61**	.00	.70**	.00
5.8	32	.71**	.00	.64**	.00	.72**	.00
5.9	32	.69**	.00	.63**	.00	.71**	.00
5.10	32	.60**	.00	.52**	.001	.58**	.001
5.11	32	.66**	.00	.57**	.00	.65**	.00
5.12	32	.66**	.00	.61**	.00	.67**	.00

\*  $p < .05$ , two-tailed. \*\*  $p < .01$ , two-tailed.



Table 32

*Comparative Means: Competency 6.0 (Pupil Personnel) and Motivation*

Competency	Means						Scaled motivation
	Dichotomized competencies (Kriekard, 1985)		Dichotomized competencies		Scaled competencies		
	Ideal	Real	Ideal	Real	Ideal	Real	
6.1	.85	.74	.83	.87	4.40	4.33	4.27
6.2	.96	.84	.93	.97	4.63	4.53	4.53
6.3	.95	.91	.97	1.00	4.77	4.80	4.70
6.4	.96	.94	.97	1.00	4.80	4.83	4.73
6.5	.94	.86	.97	1.00	4.70	4.73	4.60
6.6	.93	.87	.90	.93	4.60	4.57	4.57
6.7	.93	.87	.93	.87	4.57	4.33	4.47
6.8	.81	.62	.70	.60	4.00	3.73	3.97
6.9	.85	.69	.70	.69	4.00	3.97	4.07
6.10	.72	.55	.77	.63	3.93	3.67	3.87
Totals	.89	.79	.87	.86	4.44	4.35	4.38

*Note.* Kriekard's (1985) original recoded numbers ran to three decimal places and did not calculate a total mean. The numbers were rounded to two decimal places and a total mean was calculated for consistency.

Table 33

*Correlations: Competency 6.0 (Pupil Personnel) and Motivation*

Competency	N	Motivation					
		Pearson		Kendall's tau b		Spearman's rho	
		Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)	Correlation coefficient	Sig. (two-tailed)
6.1	30	.85**	.00	.80**	.00	.81**	.00
6.2	30	.63**	.00	.63**	.00	.63**	.00
6.3	30	.66**	.00	.78**	.00	.79**	.00
6.4	30	.82**	.00	.81**	.00	.82**	.00
6.5	30	.79**	.00	.79**	.00	.80**	.00
6.6	30	.56**	.001	.56**	.002	.57**	.001
6.7	30	.64**	.00	.60**	.00	.62**	.00
6.8	30	.75**	.00	.68**	.00	.74**	.00
6.9	29	.86**	.00	.77**	.00	.81**	.00
6.10	30	.76**	.00	.59**	.00	.64**	.00

\*  $p < .05$ , two-tailed. \*\*  $p < .01$ , two-tailed.

Table 34

*Reliability Statistics*

Competency Area	N	Cronbach's alpha ( $\alpha$ )
1.0 Actual	14	.84
1.0 Motivation	14	.90
2.0 Actual	26	.93
2.0 Motivation	26	.94
3.0 Actual	15	.93
3.0 Motivation	15	.92
4.0 Actual	17	.96
4.0 Motivation	17	.92
5.0 Actual	12	.93
5.0 Motivation	12	.93
6.0 Actual	10	.86
6.0 Motivation	10	.87

Table 35

*Total Means: Ideal and Actual Competencies, Motivation, and Importance Rankings*

Rank	Competency - Ideally Practiced	N	Mean
1	6.0: Pupil Personnel	10	4.44
2	2.0: Leader in Staff Personnel	26	4.40
3	4.0: Instructional Leadership	17	4.34
4	3.0: Community Relations	15	4.10
5	1.0: Management of School	14	3.89
6	5.0: Student Activities	12	3.13

Rank	Competency - Actually Practiced	N	Mean
1	6.0: Pupil Personnel	10	4.35
2	2.0: Leader in Staff Personnel	26	4.05
3	4.0: Instructional Leadership	17	3.89
4	3.0: Community Relations	15	3.54
5	1.0: Management of School	14	3.42
6	5.0: Student Activities	12	2.95

Rank	Competency – Motivation Level	N	Mean
1	6.0: Pupil Personnel	10	4.38
2	2.0: Leader in Staff Personnel	26	4.36
3	4.0: Instructional Leadership	17	4.28
4	3.0: Community Relations	15	4.00
5	1.0: Management of School	14	3.85
6	5.0: Student Activities	12	3.07

Rank	Competency – Importance	N	Mean
1	4.0: Instructional Leadership	32	2.41
2	6.0: Pupil Personnel	32	2.94
3	1.0: Management of School	32	3.00
4	2.0: Leader in Staff Personnel	32	3.13
5	5.0: Student Activities	32	4.38
6	3.0: Community Relations	32	5.16

*Note.* Importance ranking means were inverted on the survey, with one being most

important and six being least important.

Table 36

*Top 10 Competencies: Ideal*

Rank	Competency	N	Mean	Std. dev.
1	2.11	54	4.94	.23
2	2.9	54	4.91	.29
3	2.20	54	4.89	.37
4	2.10	53	4.85	.53
5	2.8	54	4.83	.38
6-T	2.19	54	4.80	.41
6-T	6.4	30	4.80	.48
8-T	3.3	43	4.77	.43
8-T	6.3	30	4.77	.50
10	2.1	54	4.76	.43

Table 37

*Top 10 Competencies: Actual*

Rank	Competency	N	Mean	Std. dev.
1-T	2.9	52	4.83	.47
1-T	2.11	52	4.83	.41
1-T	6.4	30	4.83	.38
4	6.3	30	4.80	.41
5	2.20	52	4.75	.56
6-T	2.8	52	4.73	.44
6-T	2.10	51	4.73	.67
6-T	6.5	30	4.73	.45
9	2.2	52	4.58	.54
10	2.1	52	4.56	.75

Table 38

*Top 10 Competencies: Motivation*

Rank	Competency	N	Mean	Std. dev.
1	2.11	50	4.86	.41
2-T	2.9	50	4.84	.42
2-T	2.20	50	4.84	.37
4	2.10	48	4.83	.52
5	2.8	50	4.82	.44
6	2.19	50	4.74	.83
7	6.4	30	4.73	.52
8-T	2.2	50	4.70	.54
8-T	6.3	30	4.70	.54
10	2.1	50	4.66	.69

**Appendix A****Bill of Rights for Research Participants**

As a participant in a research study, you have the right:

1. To have enough time to decide whether or not to be in the research study, and to make that decision without any pressure from the people who are conducting the research.
2. To refuse to be in the study at all, or to stop participating at any time after you begin the study.
3. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.
4. To be told about the reasonably foreseeable risks of being in the study.
5. To be told about the possible benefits of being in the study.
6. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.
7. To be told who will have access to information collected about you and how your confidentiality will be protected.
8. To be told whom to contact with questions about the research, about research-related injury, and about your rights as a research subject.
9. If the study involves treatment or therapy:
  - a. To be told about the other non-research treatment choices you have.
  - b. To be told where treatment is available should you have a research-related injury, and who will pay for research-related treatment.

**Appendix B**

**Assistant Principal Job Competencies and Motivation Survey**

Ideal and Real Job Competencies of the Assistant Principalship

Management of School

	In this column, please select the number that indicates the extent to which you feel the competency/task (left column) <u>should</u> be held by an assistant principal.	In this column, please select the number that indicates the extent to which you feel the competency/task (left column) is <u>actually practiced</u> by an assistant principal.	In this column, related to each competency/task (left column), please select the number that indicates your level of agreement or disagreement with the following statement: "I feel motivated to do this as an assistant principal."
	<b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>	<b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>	<b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided/Neutral</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Organizes, coordinates, and delegates authority.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Understands and accepts the scope of authority.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Establishes communication lines with other principals in the district.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Assumes responsibility for the development and/or completion of reports, records, and written communication desired or required to facilitate the work of the school and school district.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Accepts full-time membership on the school district's leadership team.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Explains reasons for district-level and federal rules and regulations to staff, students, and community.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Participates in the development and interpretation of district policies.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Assumes management responsibilities for school plant, facilities, and equipment.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Sets standards; communicates and monitors standards for orderly maintenance of school facilities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Assesses physical plant and equipment needs in terms of school goals and objectives.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Reports on nature and cleanliness of the building and its maintenance to district.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Requests and pursues district or central resources for maintenance and repair of school plant.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Develops a comprehensive plan for the orderly improvement of school plant facilities and equipment.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Coordinates and oversees use of school facilities by community groups (for example, church, recreation, or other purposes).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Leadership in Staff Personnel

	In this column, please select the number that indicates the extent to which you feel the competency/task (left column) <u>should</u> be held by an assistant principal.  <b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>	In this column, please select the number that indicates the extent to which you feel the competency/task (left column) is <u>actually practiced</u> by an assistant principal.  <b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>	In this column, related to each competency/task (left column), please select the number that indicates your level of agreement or disagreement with the following statement: "I feel motivated to do this as an assistant principal."  <b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided/Neutral</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Selects, assists, supervises, and	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

evaluates both certified and classified personnel.			
Deals with conflicts that arise among teacher-student-parent-support staff relationships.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Recruits applicants for staff positions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Follows established district procedures for selection of new staff members.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Defines and clarifies responsibilities for all employees - and potential employees.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Interviews personnel to select people and/or provide input into the selection decision.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Makes decisions, involving faculty members and/or other staff personnel, where appropriate.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Accepts responsibility for the evaluation of staff competence.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Observes teacher's classroom performance for the purpose of evaluation and/or feedback to teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Uses systematic and effective evaluation procedures.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Provides feedback to teachers concerning their performance.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Evaluates the job performance of custodial, secretarial, or other support staff.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Organizes and conducts growth activities for certificated and classified personnel.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Provides training for staff to enable them to deal with parents and community.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Communicates the various roles of resource personnel (nurses, psychologists, curriculum experts, etc.) to staff and teachers.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Communicates his/her priorities regarding resources and materials	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

to staff, community, and students.			
Establishes orientation for new teachers/staff.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Encourages involvement of staff in professional organizations and supports involvement in workshops and classes.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Participates in professional growth activities: attends professional meetings, reads professional journals, takes classes, or attends seminars on relevant topics.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Assumes personal responsibility for his/her own professional development.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Encourages the staff to develop, pursue, and continually evaluate its major educational goals and specific objectives.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Works cooperatively to facilitate district and school guidance program.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Manages guidance and counseling program.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Oversees the activities of the guidance counselor.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Actively seeks parent cooperation in improving school's guidance program.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Facilitates the development of effective working relationships between staff and specialized guidance and counseling services.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Community Relations

	<p>In this column, please select the number that indicates the extent to which you feel the competency/task (left column) <u>should</u> be held by an assistant principal.</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>	<p>In this column, please select the number that indicates the extent to which you feel the competency/task (left column) is <u>actually practiced</u> by an assistant principal.</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>	<p>In this column, related to each competency/task (left column), please select the number that indicates your level of agreement or disagreement with the following statement: "I feel motivated to do this as an assistant principal."</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided/Neutral</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Deals with community groups in a manner that promotes better understanding and goodwill.	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
Communicates effectively with parents and other school patrons to secure favorable understanding and support for the school and its program.	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
Seeks to know the parents and to interpret the school's programs to them.	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
Provides structure for dialogue and cooperation between faculty and community groups.	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
Writes and/or presents reports of school activities to community groups.	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
Uses various methods for making positive contact with the community.	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
Oversees and contributes to a newsletter to parents and public to keep them informed of school policies and activities.	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

Communicates with public the nature and rationale of various school programs.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Utilizes human and material resources of the community to enrich the educational program.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Elicits community sponsorship of school programs.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Solicits and coordinates parent volunteers and cooperation in school committees, tutor pools, health services, etc., and other school activities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Demonstrates professional leadership in the community.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Participates in various community agencies and concerns, not solely academic (Kiwanis, churches, Chamber of Commerce, Lion's Club, senior citizens groups, etc.)	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Responds to requests for input or ideas on various community programs and activities not directly involving the school.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Responds to requests for information or help from various community groups, agencies, etc.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Instructional Leader

	<p>In this column, please select the number that indicates the extent to which you feel the competency/task (left column) <u>should</u> be held by an assistant principal.</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>	<p>In this column, please select the number that indicates the extent to which you feel the competency/task (left column) is <u>actually practiced</u> by an assistant principal.</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>	<p>In this column, related to each competency/task (left column), please select the number that indicates your level of agreement or disagreement with the following statement: "I feel motivated to do this as an assistant principal."</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided/Neutral</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>
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Actively cooperates in evaluation of local school and total district programs.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Maintains articulation with feeder schools and institutions of higher education.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Prepares and implements the master schedule.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Resolves conflicts in class schedules, works with data processing and teachers to effect solutions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Student Activities

	In this column, please select the number that indicates the extent to which you feel the competency/task (left column) <u>should</u> be held by an assistant principal.  <b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>	In this column, please select the number that indicates the extent to which you feel the competency/task (left column) is <u>actually practiced</u> by an assistant principal.  <b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>	In this column, related to each competency/task (left column), please select the number that indicates your level of agreement or disagreement with the following statement: "I feel motivated to do this as an assistant principal."  <b>5 = Strongly Agree</b> <b>4 = Agree</b> <b>3 = Undecided/Neutral</b> <b>2 = Disagree</b> <b>1 = Strongly Disagree</b>
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Supervises and administers student organizations.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Develops and coordinates student activities (athletics, debates, etc.) with other schools in and out of the district.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Reviews the number and nature of student activities or establishes a system to review and eliminate or add activities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Meets with leaders of student organizations.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Encourages and secures parent involvement in student activities as participants and chaperones.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Confers with coaches and other activity leaders to insure space, time, and resource requirements for various activities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Supervises and administers the athletic program.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Plans facility usage and maintains a master activity schedule.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Assumes responsibility for development and implementation of necessary schedules involving students, staff, community facilities, and equipment.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Manages student fund accounts.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Approves, oversees, and works with student fundraising efforts/exercises.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Monitors the expenditure of funds raised by clubs, other community groups, or student activities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Pupil Personnel

	<p>In this column, please select the number that indicates the extent to which you feel the competency/task (left column) <u>should</u> be held by an assistant principal.</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>	<p>In this column, please select the number that indicates the extent to which you feel the competency/task (left column) is <u>actually practiced</u> by an assistant principal.</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>	<p>In this column, related to each competency/task (left column), please select the number that indicates your level of agreement or disagreement with the following statement: "I feel motivated to do this as an assistant principal."</p> <p><b>5 = Strongly Agree</b>  <b>4 = Agree</b>  <b>3 = Undecided/Neutral</b>  <b>2 = Disagree</b>  <b>1 = Strongly Disagree</b></p>
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Motivation Sources Inventory (MSI)

Use the following scale to rate your level of agreement with each of the following statements. There are no right or wrong answers.

- 5 = Strongly Agree**
- 4 = Agree**
- 3 = Undecided**
- 2 = Disagree**
- 1 = Strongly Disagree**

	5	4	3	2	1
I only like to do things that are fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job requirements dictate how much effort I exert during work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me that others approve of my behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions I make will reflect high standards that I've set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not work for a company if I didn't agree with its mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I didn't enjoy doing my job at work I would leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A day's work for a day's pay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often make decisions based on what others will think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that I work for a company that allows me to use my skills and talents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to believe in a cause before I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

will work hard at achieving its ends.					
I often put off work so that I can do something else that is more fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would work harder if I knew that my effort would lead to higher pay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work harder on a project if public recognition is attached to it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to make sure that my decisions are consistent with my personal standards of behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unless I believe in the cause, I will not work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When choosing jobs I usually choose the one that sounds like the most fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When choosing jobs I usually choose the one that pays the most.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If choosing jobs I want the one that allows me to be recognized for successes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself a self-motivated person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When choosing companies to work for, I look for one that supports my beliefs and values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The people I choose to spend my time with are the most fun to be with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, my favorite day of the week is 'payday.'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those people who make the most friends have lived the fullest lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to do things which give me a sense of personal achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An organization's mission needs to be in agreement with my values for me to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If choosing between two jobs, the most important criteria is 'which is more fun?'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People should always keep their eyes and ears open for better job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I give my best effort when I know that it will be seen by the most influential people in an organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need to know that my skills and values are impacting the organization's success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If an organization is accomplishing missions that I agree with, it doesn't matter whether I was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

responsible for its success.					
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Please rank (by dragging and dropping) the major task areas in order of their importance to the role of the secondary assistant principal (1 is highest; 6 is lowest).

- \_\_\_\_\_ Management of School (1)
- \_\_\_\_\_ Leadership in Staff Personnel (2)
- \_\_\_\_\_ Community Relations (3)
- \_\_\_\_\_ Instructional Leader (4)
- \_\_\_\_\_ Student Activities (5)
- \_\_\_\_\_ Pupil Personnel (6)

#### Demographic Information

##### Sex

- Male
- Female

##### Age Category

- Less than 30 years old
- 30-40
- 41-50
- 51-60
- Over 60 years old

Race/Ethnicity (U.S. Census Bureau, 2020)

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other

Are you of Hispanic, Latino, or Spanish origin? (U.S. Census Bureau, 2020)

- Yes
- No

Number of years of teaching experience:

- Less than 3 years
- 4 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years

Number of years of assistant principal experience:

- Less than 3 years
- 4 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years

Number of years as an administrator other than as an assistant principal:

- Does Not Apply
- Less than 3 years
- 4 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- More than 20 years

School setting/typology (Ohio Department of Education, 2013):

- Rural
- Small Town
- Suburban
- Urban

School enrollment:

- Less than 500 students
- 501-1000
- 1001-1500
- 1501-2000
- More than 2000 students

What grade bands do you currently serve?

- 9-12
- Other(s) – please specify:

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Use the following scale to rate your level of agreement with each of the following statements. There are no right or wrong answers.

- 5 = Strongly Agree**
- 4 = Agree**
- 3 = Undecided**
- 2 = Disagree**
- 1 = Strongly Disagree**

	5	4	3	2	1
My administrative licensing program prepared me for the assistant principal's role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of a mentorship program during my first administrative assignment was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied in my role as an assistant principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Career aspirations:

What is your primary career aspiration? Select the response that most applies to you.

- Leave administration and return to teaching.
- Continue as an assistant principal for the rest of my career.
- Become a building principal.
- Become a central office administrator.
- College professor.
- Retirement.
- Other(s) – please specify:  

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## Educational licensure:

What is your current license? (Ohio Department of Education, 2020) – please check all that apply.

- 5-Year Principal's License (please specify grade bands):  

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- 5-Year Superintendent's License
- Alternative Licensure
- Other – please specify:  

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**Appendix C**

**IRB Application Approval**



Office of the Provost  
Research Compliance

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**Institutional Review Board**

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