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An Analysis of the Effectiveness of the Dual Principal as an Instructional Leader

Alan L. Jones

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An Analysis of the Effectiveness of the
Dual Principal as an Instructional Leader
(TITLE)

BY

Alan L. Jones

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1989
YEAR

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An Analysis of the Effectiveness
of the Dual Principal as an
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This field experience investigated the effects of assigning multiple buildings to one principal. This study investigated the perceptions of the dual principals' effectiveness as instructional leaders and the impact of the dual principalship on job functions. In 1985 the state of Illinois passed school reform legislation stating that 51 percent of an administrators' time must be dedicated to instructional leadership. By developing a survey instrument to collect data from principals in Illinois serving in the capacity of multiple building principals information containing demographics of the districts, buildings, principals and perceptions of principals was tabulated. Even though the Illinois school reform act of 1985 clearly states that principals must spend a majority of their time on curriculum and staff development, prior research indicates dual principals found little time for staff development but spent a great deal of time taking care of routine matters. The perception survey information collected from 121 principals assigned the role of dual principal determined that an adverse effect existed in the areas of instructional leadership and the performance of job functions. One administrator summed the dual principalship responsibilities by commenting "multiple buildings often force an administrator to practice triage."

CHAPTER I

OVERVIEW OF THE PROBLEM

Background Information

In every school district there are certain tasks that need to be carried out by someone with proper professional training. Though the number of tasks varies with the size of each school district, there are certain tasks that need to be accomplished in every district regardless of the district's size. In the September-October 1988 Illinois School Board Journal article entitled, "What Invisible Blob?" Glaub states:

Someone in each school district must be . . . responsible for remembering to develop a budget and file a tax levy . . . accept nominating petitions . . . file dozens of reports required by state and federal agencies . . . see that there is a teacher in every classroom . . . keep track of the money coming in and going out . . . keep the curriculum and textbooks up to date . . . and on and on (p. 21).

To explain the magnitude of the school administrator's job responsibilities, it is interesting to note that the Illinois School Code published in 1988 was 21 percent larger than the one published three years prior

(p. 22). Primarily this means that there are " . . . 21 percent more do's and don't's for someone at the local level to carry out" (p. 22). Who then is responsible for seeing that everything is carried out correctly and efficiently? In most school districts it is a team made up of the school superintendent and the building principals. Usually when school superintendents and building principals work together much can be accomplished; however, during the past several years many school districts have been forced to reduce expenditures due to a lack of revenue. One frequently used cost savings device is to reduce the number of building administrators found within a school district. Reducing the number of building administrators in a school district is usually a cost savings measure supported by the teacher's unions as well as numerous taxpayers. But is this a viable cost savings measure? Should building administrators be eliminated? It is interesting to note the following 1986-87 statistics taken from a recent Illinois School Board Journal article by Glaub:

- * Chicago had about 490 principals serving 594 schools, a shortfall of about 100 principals.
- * In the rest of Cook, Lake and DuPage counties, there were about 917 principals serving 977

schools.

- * In the remaining 99 counties there were about 1,850 principals serving 2,450 schools.
- * Statewide, there were approximately 800 more schools than principals, or nearly 800 schools supervised by a part-time principal, a superintendent doubling as principal, or a supervising teacher (Eaton and White, 1988).

Eaton and White (1988) also found that there are some 350 principals outside of Chicago who administered to more than one building in 1986-87.

It is apparent that there appear to be many schools operating without full-time administrators. This can pose a serious problem. In 1985 reform legislation was enacted in Illinois which calls for a new emphasis on leadership at the school building level. The principal is now expected to devote at least 50 percent of his or her time to "instructional leadership." (Eaton and White, 1988). Furthermore Sec. 10-21.4a of the school reform act goes on to note that ". . . a majority of the time spent by a principal shall be spent on curriculum and staff development through both formal and informal activities, establishing clear lines of communication regarding school goals, accomplishments, practices and policies

with parents and teachers." (Illinois Association of Board Special Report, July 1985, p. 4). These tasks can be very time consuming for any principal but especially difficult for the principal who administers to two or more buildings.

Statement of the Problem

The specific problem this study addresses is the impact multiple building assignments have on the principal's effectiveness as an instructional leader. The study was concerned with demographics (district, building, and principal), principals' schedules, the services that are available and the services that are provided to students and staff and the perceived effect on job functions of the building principal.

Limitations

The findings of this study are limited to the responses of 121 of 156 principals who completed and returned the four-page questionnaire relating to the administration of multiple buildings. The sample population was identified by the Illinois State Board of Education's directory listing of all administrators in the state. The principals who returned the questionnaire are principals employed in Illinois public school districts. Thus, the findings of this study are limited to public school districts within the

State of Illinois. Parochial, private and Cook County public school districts are not included in this study. This study was not concerned with principals having multiple assignments, such as teaching duties, grant responsibilities, principals administering two programs in one building or superintendents who serve as building principals. The surveyed population is limited to 121 principals because this depicts a representative sample of principals employed by Illinois public school districts who assign principals the responsibilities of multiple buildings.

The findings of this study reflect the perceptions of principals in Illinois public school districts that are currently in positions requiring their attention be shared with two or more separate buildings. The validity of this study is limited to the ability and the willingness of the respondents to respond truthfully and candidly. It should not be assumed that the principal's perceptions are the only interpretations of principal job function effectiveness. However, this study is limited to

principals' perceptions.

Assumptions

It is assumed that the principals responding to the questionnaire responded to the best of their ability in giving truthful and candid responses.

It is assumed that data collected from the returned questionnaires is valid.

It is assumed that the 1985 reform legislation enacted in Illinois significantly effected the role of building administrators as instructional leaders.

Definition of Terms

For purposes of this study the following terms need definition:

Questionnaire - The instrument used to collect data relative to administrators' perceptions of multiple building assignments on their job functions and to collect demographic data relative to those administrators' districts and buildings. The term survey will be used interchangeably with the term questionnaire.

School Reform Act - The document legislated by the Illinois General Assembly in 1985 that focused the attention toward education and improvements in the delivery system.

Multiple Buildings - Completely separated buildings. The buildings may house any combination of age groups or levels of students.

Dual principalship - The position that requires an administrator to travel to two or more separate buildings housing students for the purpose of education.

Dual Principal - The person hired by a school district to administer the functions of two or more separate buildings.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Rist, associate editor of the American School Board Journal notes that " . . . To some school finance aficionados, the dual principalship has a satisfying ring of efficiency. If two or more schools share a principal you immediately save at least one principal's salary plus fringe benefits" (1988). This cost savings measure sounds appealing to some financially strapped school districts. Is it cost effective though? Rist goes on to say in her article, " . . . sharing a principal is tough: It carries costs that don't show up on a ledger. . . ." (p. 29). The dual principal certainly is not going to be available at a moment's notice. The principal's absence will be felt by everyone in the school -- support staff, teachers, and students. Parents also will be affected as they do not always have an opportunity to talk with the principal. Programs sometimes suffer as dual principals find they cannot be in two buildings at the same time. Rist notes that the dual principal's role demands an immense amount of energy and commitment; consequently, the dual principal can be a prime candidate for burnout.

Rist did find in her research that there are certain characteristics or traits that help a dual

principal be more effective. She notes that a dual principal must be flexible and be able to adapt to two schools' needs quickly. The dual principal needs to be very secure and be able to delegate responsibility to teachers and other staff members. Next, Rist discovered that a dual principal had to be extremely energetic as he or she would have to keep up with two schedules. A dual principal also needs to be a meticulous organizer and make a list of priorities. He or she cannot get lost in organizational detail. The dual administrator needs to be a good instructional leader and realize that the instructional needs of one school may be different from another school. Lastly, Rist notes that the dual administrator must be an excellent communicator. The job demands a lot of written and oral direction given to students, teachers, parents, and staff. Rist concludes that the six traits of flexibility, security, energy, organizational skill, instructional leadership skills and good communication skills all help to make the job easier for the dual principal -- but overall it can be very frustrating.

In a 1988 study by William E. Eaton, professor of educational administration at Southern Illinois University and Stephen D. White, principal of both the Orchardville and Oak Grove elementary schools in Wayne

City, Illinois, the researchers surveyed 33 principals in southern Illinois. Out of the 33 principals, 19 administered to only one building but 14 principals in their survey administered to two or more buildings. They found that the 19 one-building principals spent about half their time on routine duties and other basic tasks, such as physical plant care, budgetary and fiscal matters, and disciplinary matters (p. 10). These same principals spent nearly half of their time (average of 48 percent) on school improvement and leadership as called for by recent Illinois state law (p. 10).

In comparison, the Eaton and White research found that the 14 dual principals surveyed spent two-thirds of their time on routine and basic tasks (p. 10). That left them little time for school improvement and leadership. The study also revealed that dual-building principals spent 50 percent less time than their single-building counterparts on professional development. Since research clearly links effective administrative leadership with effective teaching and learning, they see that the dual-building administrator will usually be less effective as an administrator than his or her single-building counterpart; consequently,

the overall effectiveness of teaching and learning can suffer.

Not all dual-building principalships are created to save administrative salaries. Sometimes buildings with low enrollments must resort to a total restructuring. Rist, the author of "Principals Spread Thin: The Dual Principalship," says that one school that had to do this was found in Cheverly, Maryland, a Washington D.C. suburb. In 1981, there were two elementary schools in Cheverly. Both schools had enrollments around 200 students. The school board did not want to keep both schools operating but neither school was large enough to house the combined student population of 470 students. The solution in Cheverly, Maryland, appeared to be acceptable to most people. The school board finally decided that the primary children would be housed in one of the school buildings and the intermediate classes would be housed in the other school building. Margaret Williams, who had been a principal in training for the school district, was hired as the principal of both buildings and the board also hired Dorothea Lembke as an administrative assistant to work with Williams (p. 25). The article states that both Williams and Lembke believe the dual principalship works well in their community. It is,

however, interesting to note that this arrangement was adequate in 1982, but no recent research could be found to see if the dual principalship of Margaret Williams is still acceptable to all concerned in 1989.

Rist goes on to discuss several dual principals and their struggles. In her article Rist tells of Ron Laviolette, a National Association of Elementary School Principals board member, who is principal of 720 children in three elementary schools in Palmer, Massachusetts. Of the dual principalship Laviolette states: "The dual principal is not a principal in the traditional sense, . . . instead, you're an absentee manager, fighting brushfires from a distance" (p. 26).

Musick, principal of Kings Park and Kings Glen schools in Springfield, Virginia, had two schools with a combined student body of 1,600 students (p. 26). Though one of the schools was a primary school and the other was an upper elementary school Musick ran the schools as one unit. She also had an assistant in each building. Rist interviewed Musick regarding her dual principalship duties. Musick recalled she did not find the experience satisfying and said, "It can destroy your morale, . . . no matter where you go, you hear, 'We haven't seen you in a long time!'" (p. 26).

Two other dual principals Rist interviewed for her research on the dual principalship were Ouckana and Ray. Ouckana was the dual principal of two buildings in Ithaca, New York while Ray was the dual principal of two schools in Indiana. Both found the experience disheartening. Ouckana questioned the effectiveness of dual principals. He said, "All your energy is spent on managing buildings; . . . it takes time to attend to curriculum and to improve instruction. The dual principal has no time for that responsibility" (p. 27). Ouckana goes on to say, dual principals " . . . can't always concentrate on the really important matters of instruction and curriculum development" (p. 27). Ray sees the role of the dual principal in a negative light also. Though Ray spent more than six hours a day in each of his two buildings and worked seven days a week, he felt he did not have enough time to do everything well. He notes that, "The dual principal has two of everything -- two parent-teacher organizations, two assemblies, two inservice programs. You do everything twice" (p. 27). Rist concluded her study on the dual principal by noting there's a difference between being an educational leader and a manager. Rist says:

A manager maintains the status quo, while a leader makes changes that eventually will accrue to

children and make the teaching-learning environment a better one. But as principal of more than one school, you have time only to be a manager The dual principalship is a statement about our educational priorities (p. 27).

Dennis Denenberg (1984) described his experiences as a dual administrator in an article "Circuit-Riding Four Schools -- When More Is Not Better." Denenberg explains how difficult it is to administer to more than one building. He served for four and one half years as a principal of three schools and for six months he was the principal of four schools. Denenberg said that he ". . . felt like a traveling judge who held court in another place each day" (p. 45). He goes on to say that the constant travel from school to school, which took about an hour over 25 miles of backroads, gave him a schedule mentality and the recurring fear that his watch would quit somewhere in route (p. 46). He further noted how difficult it is to learn the names of 850 youngsters and their parents and he never quite sorted out which children belonged to which school. Denenberg summed up his experiences by highlighting the major problems. He felt all anyone had time for was dealing with the mundane routine of running a school.

His biggest concern dealt with follow-up. He summerized his experience by stating:

My time was gobbled up by travel, routine, and spot problems. Usually I come on the scene after a problem had reached a critical stage. Once the problem was dealt with, another crisis in another school invariably took my attention so that monitoring or following up a problem was seldom possible. In effect, I fought brushfires and cleared away paperwork (p. 46).

Randy J. Dunn is still another dual principal experiencing problems. Dunn was the principal of Sowers Elementary School in Roanoke, Illinois and the principal of Roanoke-Benson Junior High in Benson, Illinois. Dunn discusses his experiences in the 1986 September issue of Principal. He recalled how difficult it was to get organized and how he often found himself at the wrong school. Dunn's observations are unique in that he reflects upon the responsibility placed upon the school secretaries and other support staff members. Though the author explained he tried to make his job and his secretaries' jobs easier by duplicating forms and making them uniform from building to building, he felt that most secretaries were imposed upon in dual principal situations. Dunn noted that

secretaries often have the responsibility for maintaining the routine operation of the school. Dual principals are often out of the office. Dunn noted that when this happens, the ". . . secretaries almost always wind up doing double duty themselves as they receive and record staff and parent concerns, handle mail and routine correspondence and paperwork, and establish priorities for the temporarily absent principal (p. 25). Though few of the other researchers noted the extra burden placed upon school secretaries, Dunn concluded that it is imperative for dual principals to have efficient and well-organized secretarial help.

Perhaps the most extensive article written about the role of the dual principal was an article entitled, "The Dual Principalship: An Experiment at Sand Point and Cedar Park Schools 1976-1977." This article tells of an extensive study done in Seattle, Washington, during the 1976-1977 school year. The researcher, Larry Collister, reported on the one year experiment. The Seattle School system was facing declining school enrollments and dwindling resources. For experimental purposes the board decided to create a teaching-principal situation at West Queen Anne School and two dual principalships -- one at Rainier View and

Emerson Schools and the other at Cedar Park and Sand Point Schools. After the School board decided on these cost savings measures, there was strong opposition from parents and community leaders so adjustments were made in the original plan. Finally, the school board scrapped the idea of the teaching principal and one dual principalship was also absolved. The district agreed to a dual principalship for Cedar Park and Sand Point Schools only. The experiment was closely monitored and the staffs at both schools, some parents, as well as the principal recorded their reactions for future reference. The questionnaires that were completed by the staff, parents, and principal were developed to measure attitudes in general areas of concern. The areas identified related to school programs, general operation of the school, health of the principal and the morale and attitude of the staff. A random sample of 100 parents from Sand Point School and 100 parents from Cedar Park School were mailed questionnaires. There was not a lot of feedback from the parents involved with the study, but the teachers responded more readily. Twenty-nine parents (29%) responded from Cedar Park School and thirty-nine parents (39%) responded from Sand Point School. Twelve of the fourteen staff members returned questionnaires

from Cedar Park School and eight of sixteen staff members from Sand Point School returned questionnaires. Significant observations found in the staff responses were:

- * Staff members did not believe students caused more disruptions during the trial year than before because of the dual principalship.
- * Staff members believed that students experienced more delay in receiving disciplinary attention.
- * Staff members believed the principal showed more visible signs of fatigue than previously.
- * The secretary's role in student discipline increased.
- * The teacher's role in discipline follow-up increased.
- * Teachers and other staff members did not always know "who was responsible for the building" in the principal's absence.
- * Eighty percent of the staff members preferred the dual principalship to school closure.

The parents' questionnaires were rather revealing also.

The parents who were surveyed thought that:

- * The students experienced delay in receiving disciplinary attention.
- * The principal showed signs of fatigue and

strain

- * Staff morale was impaired.
- * The instructional programs had been seriously affected.

The principal involved in the experiment, Jim Alexander, also expressed his reaction to the project. He was not satisfied with what he had accomplished as a dual principal at both the Sand Point and Cedar Park schools in Seattle, Washington. He reported his blood pressure was elevated; he was under a continuing mental strain and he feared he might be making judgement errors under pressures of time. Alexander was disappointed that he was not able to give much attention to parent groups as he would prefer. He also felt his discipline suffered during the year. He seemed to have less time to understand "why" a student behaved in a particular way; therefore, his punishments seemed to be more swift and often more severe. He mentioned in the report that he had spanked more kids during his tenure as a dual principal (p. 11).

Though the experiment was undertaken partially to save money for the district, there were some revealing findings here also. Collister's report notes that the school district was able to hire only one principal instead of two. The principal's salary saved in

1976-1977 was \$18,741.00 but the mileage paid out was \$118.00; two additional clerks were also hired on a part-time basis to assist the secretaries at a cost of \$7,990.00. The principal had to work an extra seven days at a cost of \$700.00. When everything was accounted for, the district thought they would actually save \$18,741.00 but instead they only saved about \$9,933.00.

The experiment of the dual principal at Sand Point and Cedar Park schools in Seattle, Washington, was rather revealing. It was an attempt to cut district operating costs, but the costs saved were not as great as first anticipated. The principal involved, the parents and the students had some reservations at the end of the one year experiment.

In light of the research studies done by Rist, Eaton and White, Dunn, Denenberg, and Collister it is apparent that some dual principals have been successful while others have been under a great deal of stress and feel that they have done a less than satisfactory job of administering to two or more buildings. Even though the Illinois school reform act of 1985 clearly states that principals must spend a majority of their time on curriculum and staff development, prior research indicates dual principals found little time for staff

development but spent a great deal of time taking care of routine matters. Prior research also indicates that the dual principalship causes stress and frustration in many instances.

Uniqueness of the Study

The study is unique in that it concentrates its investigation on the perceptions of instructional leadership effectiveness. It addresses Illinois principals who are assigned multiple buildings to administer. The study will assimilate demographic information relating to the districts, the buildings and the principals involved with dual principalships and provide suggestions and alternatives relating to dual principalships.

CHAPTER III
DESIGN OF THE STUDY

Overview

This study was designed to utilize a survey to identify the perceptions of administrators assigned to administer multiple buildings. The research questions addressed by this study were targeted in four areas: Demographics (district, building and principal), Principal's Schedule, Principal's Job Function Effectiveness and Services that are available and that are provided within the buildings. By examining these four areas the researcher found evidence that a principal's job performance is adversely effected by the assignment of multiple buildings.

Sample and Population

The survey (see Appendix A) was presented to 163 administrators in the state of Illinois who served as administrators of multiple buildings. The population was identified from a listing provided by the Illinois State Board of Education. A Likert-type instrument was utilized to determine principal perceptions and attitudes. This study includes the survey results of principals who have been assigned the administrative duties and responsibilities of multiple buildings.

Data Collection and Instrumentation

This study necessitated the development of a survey instrument to provide the perceptions and attitudes of administrators assigned multiple buildings. A twenty-one item perception survey was developed to determine those perceptions and attitudes. The survey was designed to include demographic information as well. The demographic information allowed the identification of district and building size regarding student population, number of certified and non-certified staff in each building, location of the buildings in relationship to each other and information valuable in determining the kind of person performing the duties of a multiple building administrator.

The Administration of Multiple Buildings Survey was developed by Alan L. Jones, Principal Investigator and Larry Janes, Professor of Educational Administration at Eastern Illinois University. A critique of the instrument was made prior to distribution to the identified sample of administrators. Three administrators serving multiple buildings were interviewed and asked to respond to the instrument and suggest changes in areas for clarification and ease in responding.

The survey was distributed to the administrators by mail on April 10, 1989. A cover letter (see Appendix B) explaining the project accompanied the survey. A pre-stamped return envelope was provided to emphasize the importance of the administrator's participation in the project. Interest was evident as response was immediate by more than sixty percent of the sample population. A second distribution containing an appropriate cover letter (see Appendix C) sent to those not responding to the first was mailed on June 2, 1989. A total of 121 administrators (74 percent) participated in the survey.

Table 1

Percentage and Frequency of Returned Surveys

| | Surveyed | Surveys Returned | % |
|---|----------|------------------|----|
| Administrators with Multiple Building Assignments | 156 | 121 | 78 |

Section I of the survey investigated the demographics of the districts, buildings and the principals. Information collection was focused on district type, student population, number of attendance centers, and number of administrators. In regard to the demographics collected on the buildings the interest was focused on total instructional faculty (full-time, part-time and shared) and total non-certified staff (full-time and part-time) in each building. A major effort was made identifying the administrative help in each building and the process by which decision-making is empowered. As buildings required constant attention by an administrator, it was interesting to note the information gleaned regarding the distance between buildings and how it impacted the principal's schedule.

Section II addressed the principal's schedule and allows for the collection of information discerning the use of time by administrators of multiple building assignments. An aggregate of responses compared those administrators who keep a fixed schedule with those administrators who do not follow a fixed schedule.

Section III uses a Likert-type Scale to rate the perceived effect multiple buildings have on the instructional leadership of administration from strong

positive effect to strong negative effect. The results of items one through twenty-one of the perception survey were measured by assigning a standard numerical value of five for strong positive effect to one for strong negative effect for each response.

Section IV has identified the added responsibilities of additional services and/or programs to a building. A table will identify the services and related programs delivered to each building.

Data Analysis

After the administrators completed the survey the results were tabulated. The participants surveyed were scored as a group. Respondents identified their school districts as one of the following types: high school, elementary school or unit. Percentage representation of the types of school district responding to the survey follows: high school districts, 0%; elementary school districts, 21%; and unit school districts, 79%. This study utilizes descriptive statistics in the form of frequency and percentage to analyze responses. In some instances frequency and percentages do not provide an accurate analysis to a particular question. When this is the case, information presented in tabular form replaces analytical information expressed in frequency and percentages.

Table 2

Services and Related Areas Provided in Each Building

121 respondents of 156 sample population (78%)

| Services | Building | | | No Response |
|--------------------|----------|----|---|-------------|
| | A | B | C | |
| PTA/PTO | 54 | 51 | 4 | 12 |
| Community Club | 15 | 15 | 0 | 91 |
| Fund Raisers | 60 | 54 | 4 | 3 |
| Music Boosters | 12 | 12 | 0 | 97 |
| Sports Boosters | 6 | 15 | 0 | 100 |
| Special Education | 57 | 54 | 6 | 4 |
| PE Specialist | 45 | 51 | 3 | 22 |
| Art Specialist | 33 | 33 | 3 | 52 |
| Music Specialist | 57 | 57 | 6 | 1 |
| Library Specialist | 33 | 54 | 0 | 34 |
| Athletic Teams | 9 | 18 | 0 | 94 |
| Counselor | 21 | 24 | 0 | 76 |

CHAPTER IV

RESULTS

Overview

The data presentation will appear in tabular form coinciding with major sections of the survey instrument. Demographics of the districts, buildings and principals along with principals' perceptions are the major sections to be considered

Perception Survey

This study focused on building principals' perceptions of the impact which multiple buildings have on an administrator's ability to perform job functions. The tables presented in this chapter display information that was collected from 121 administrators of multiple buildings in the state of Illinois. The survey instrument used to collect the demographic information and principals' perceptions can be referenced in Appendix A.

As stated earlier the response rate to the survey was seventy-eight percent of those surveyed. Table 3 displays the demographics of the districts represented by the respondents. There were no responses from high school districts; however, unit districts outnumbered elementary districts almost 4:1.

Table 3

District Demographics

121 respondents of 156 sample population (78%)

=====

Type of District

| | Number of Respondents | Percent of Respondents |
|----------------------|--------------------------|---------------------------|
| High School District | 0 | 0 |
| Elementary District | 26 | 21 |
| Unit District | 95 | 79 |

=====

Attendance Centers

| Number of Centers in District | Number of Respondents | Percent of Respondents |
|----------------------------------|--------------------------|---------------------------|
| 0-5 | 48 | 40 |
| 6-10 | 39 | 32 |
| 10+ | 12 | 10 |

=====

Administrators

| Number of Administrators in District | Number of Respondents | Percent of Respondents |
|---|--------------------------|---------------------------|
| 0-5 | 66 | 55 |
| 6-10 | 24 | 20 |
| 11-15 | 18 | 15 |
| 16+ | 6 | 5 |
| No Response | 7 | 5 |

=====

continued on next page

Table 3 continued

=====

Student Population

| Number of Students in District | Number of Respondents | Percent of Respondents |
|-----------------------------------|--------------------------|---------------------------|
| 0-250 | 0 | 0 |
| 251-500 | 9 | 8 |
| 501-750 | 12 | 10 |
| 751-1000 | 18 | 15 |
| 1001-1500 | 27 | 22 |
| 1501-2000 | 18 | 15 |
| 2001-3000 | 15 | 12 |
| 3000+ | 15 | 12 |
| No Response | 7 | 6 |

=====

Of the districts represented in the survey seventy-two percent were operating ten or fewer buildings with a student population of 1500 or less. Seventy-five percent of the districts utilized the services of fewer than ten administrators to provide leadership and administrative services to the students of the community.

As the researcher narrowed the focus to the buildings being served by only one administrator, table 4 reveals that forty-three percent of administrators of multiple buildings work with a full-time instructional faculty of between five to nine in each building. The table shows that one administrator will then be responsible for ten to eighteen full-time faculty. One interesting note is that six of the surveyed administrators were responsible for the operation of three buildings.

Further analysis of Table 4, revealed a large number of part-time instructional faculty used to provide instruction. Thirty-seven percent of the respondents indicated that they were responsible for a part-time faculty ranging from 1-4 in one of their buildings. Twenty-seven percent of the respondents indicated that their second building assignment contained a part-time instructional staff ranging from

Table 4

Building Demographics121 respondents of 156 sample population (78%)
=====Total Instructional Faculty in Each of the Buildings
Under the Assignment of Each Administrator

Building A

| Full Time Faculty | Number of Respondents | Percent of Respondents |
|----------------------|--------------------------|---------------------------|
| 0 | 4 | 3 |
| 1-4 | 6 | 5 |
| 5-9 | 51 | 43 |
| 10-14 | 27 | 22 |
| 15+ | 33 | 27 |
| Part Time Faculty | | |
| 0 | 64 | 54 |
| 1-4 | 45 | 37 |
| 5-9 | 9 | 7 |
| 10-14 | 3 | 2 |
| 15+ | 0 | 0 |
| Shared Faculty | | |
| 0 | 26 | 21 |
| 1-4 | 42 | 35 |
| 5-9 | 47 | 39 |
| 10-14 | 6 | 5 |
| 15+ | 0 | 0 |

Table 4 continued

| Building B | | |
|----------------------|--------------------------|---------------------------|
| Full Time Faculty | Number of Respondents | Percent of Respondents |
| 0 | 7 | 5 |
| 1-4 | 24 | 20 |
| 5-9 | 54 | 45 |
| 10-14 | 18 | 15 |
| 15+ | 18 | 15 |
| Part Time Faculty | | |
| 0 | 82 | 69 |
| 1-4 | 33 | 27 |
| 5-9 | 3 | 2 |
| 10-14 | 0 | 0 |
| 15+ | 3 | 2 |
| Shared Faculty | | |
| 0 | 31 | 26 |
| 1-4 | 39 | 32 |
| 5-9 | 42 | 35 |
| 10-14 | 9 | 7 |
| 15+ | 0 | 0 |

Building C

6 respondents identified an assignment of 3 buildings

| Full Time Faculty | Number of Respondents | Number of Respondents |
|-------------------|-----------------------|-----------------------|
| 0 | 0 | 0 |
| 1-4 | 4 | 67 |
| 5-9 | 2 | 33 |
| Part Time Faculty | | |
| 0 | 0 | 0 |
| 1-4 | 2 | 33 |
| 5-9 | 4 | 67 |
| Shared Faculty | | |
| 0 | 4 | 67 |
| 1-4 | 1 | 16 |
| 5-9 | 1 | 16 |

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Total Number of Non-Certified Staff in The Buildings

| Number of Staff | Building | | |
|-----------------|----------|----|---|
| | A | B | C |
| 0 | 3 | 3 | |
| 1 | 0 | 9 | 3 |
| 2 | 6 | 15 | |
| 3 | 24 | 21 | |
| 4 | 12 | 18 | |
| 5 | 12 | 12 | |
| 6 | 21 | 15 | 3 |
| 7 | 9 | 9 | |
| 8 | 9 | 6 | |
| 9 | 3 | 0 | |
| 10+ | 21 | 9 | |

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Head Teacher or Assistant Principal in Each Building?

| | A | | Building B | | C | |
|-------------|-----|----|------------|----|-----|----|
| | Yes | No | Yes | No | Yes | No |
| Respondents | 62 | 53 | 62 | 57 | 0 | 5 |
| No Response | 6 | | 2 | | 1 | |

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Need For Head Teacher or Assistant Principal?

| | A | | Building B | | C | |
|-------------|-----|----|------------|----|-----|----|
| | Yes | No | Yes | No | Yes | No |
| Respondents | 93 | 23 | 88 | 28 | 0 | 1 |
| No Response | 5 | | 5 | | 5 | |

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Who Makes Administrative Decision in Absence of Principal?

| Decision Maker | A | | Building B | | C | |
|---------------------------------|-----|----|------------|----|-----|----|
| | Yes | No | Yes | No | Yes | No |
| Superintendent | 9 | | 12 | | 3 | |
| Asst. Supt. | 3 | | 3 | | | |
| Principal | 3 | | 12 | | | |
| Teacher | 12 | | 9 | | | |
| Head Teacher or Asst. Principal | 60 | | 48 | | 2 | |
| Secretary | 21 | | 24 | | | |
| Custodian | 0 | | 0 | | | |
| PE Teacher | 1 | | 1 | | | |
| No Response | 12 | | 12 | | 1 | |

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Continued on next page

Table 4 continued

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Distance Between Buildings

| Miles | Number of Respondents | Minutes | Number of Respondents |
|-------------|-----------------------|-------------|-----------------------|
| 0-2 | 72 | 0-5 | 48 |
| 3-5 | 15 | 6-10 | 36 |
| 5-10 | 25 | 11-15 | 18 |
| 10+ | 9 | 15+ | 9 |
| No Response | 0 | No Response | 10 |

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Secretarial Assistance

Number of Respondents who have Either Full Time and/or Part Time Assistance in Their Buildings

| | | Building | | |
|-------------|---|----------|----|---|
| | | A | B | C |
| Full Time | 0 | 15 | 21 | 6 |
| | 1 | 96 | 90 | |
| | 2 | 6 | 3 | |
| | 3 | 0 | 0 | |
| | 4 | 3 | 3 | |
| No Response | | 1 | 4 | 0 |
| Part Time | 0 | 102 | 93 | 6 |
| | 1 | 15 | 18 | |
| | 2 | 3 | 3 | |
| No Response | | 1 | 7 | 0 |

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Continued on next page

Table 4 continued

Custodial Assistance

Number of Respondents Who Have Either
Full Time and/or Part Time Assistance
in Their Buildings

| | | Building | | |
|--------------|-------------|----------|----|----|
| | | A | B | C |
| Full Time | 0 | 6 | 15 | |
| | 1 | 81 | 81 | 6 |
| | 2 | 15 | 9 | |
| | 3 | 0 | 0 | |
| | 4 | 0 | 3 | |
| | 5+ | 9 | 3 | |
| No Response | | 10 | 10 | 0 |
| Part Time | 0 | 69 | 60 | 6 |
| | 1 | 39 | 42 | |
| | 2 | 3 | 6 | |
| | No Response | | 10 | 13 |

Students

Number of Respondents who have buildings
grouped in the following sizes by
student population

| Number of Students | Building | | |
|-----------------------|----------|----|---|
| | A | B | C |
| 0-100 | 12 | 22 | |
| 101-200 | 63 | 56 | 6 |
| 201-300 | 27 | 34 | |
| 301+ | 19 | 9 | |

Continued on next page

Table 4 continued

 Length of Day

Respondents Indicated the Length of Day
for Faculty in Each Building As Follows

| Length | Building | | |
|-------------|----------|----|---|
| | A | B | C |
| 6-7 Hours | 36 | 36 | |
| 7-8 Hours | 67 | 67 | 3 |
| 8+ Hours | 12 | 12 | |
| No Response | 6 | 6 | 3 |

Building Location

Respondents selected appropriate
descriptions of their building locations
as follows

| Locations | Number of Respondents | Percent of Respondents |
|----------------|--------------------------|---------------------------|
| Rural/Rural | 61 | 50 |
| City/City | 25 | 21 |
| Rural/ City | 19 | 16 |
| Rural/Suburban | 6 | 5 |
| Subur/Suburb | 10 | 8 |

Continued on next page

Table 4 continued

Reason For Multiple Building Assignments

Respondents indicated the reason their respective districts utilize multiple building assignments for their administrators

| Reason | Number of Respondents | Percent of Respondents |
|---------------|-----------------------|------------------------|
| Historical | 11 | 9 |
| Consolidation | 9 | 7 |
| Cost Savings | 101 | 84 |

one to four. Compounding the structure of the instructional faculty in the buildings are those faculty who must be shared with other buildings. Thirty-nine and thirty-five percent of the respondents reported to have a shared faculty ranging from five to nine in buildings A and B respectively. Two-thirds of the administrators reporting a third building in their multiple building assignment.

This section of the survey noted not only the certified staff that administrators had to deal with but also the non-certified staff in each building. Typically the bulk of the administrators reported that they had a non-certified staff ranging from three to five persons working for them in each of their buildings. This includes secretarial, custodial and kitchen assistance. At least ninety percent of the dual principals had full time non-certified staff persons for whom they were responsible in each building.

Table four has shown the number of staff involved in a multiple building assignment. Typically, the number of instructional staff members under the assignment of a dual principal was found to be within the range of twenty-five to thirty. This number includes full-time, part-time and shared faculty

members. It is interesting to note also that over 40,000 students have involvement in the assignment as well. Forty-three reporting administrators indicate they have two hundred students in each of their building assignments.

Sixty-three dual principals indicated that their travel time, between their buildings ranged from six to more than fifteen minutes. Forty-eight dual principals indicated they could be at either building in five minutes or less. As travel time is required from building to building a considerable amount of time is wasted. One administrator indicated it did provide "quiet" time that was greatly appreciated.

In interpreting the demographics of the buildings it became apparent that administrators were absent from the buildings a large portion of time. When this happens other staff members in the buildings were asked to make administrative decisions. With fewer than half of the buildings containing a person designated either as the head teacher or assistant principal, it was discovered that most decisions were made by the building secretaries, followed by individual teachers, superintendent and assistant superintendent. In one response the dual principal indicated the physical education teacher made all decisions in his absence

Table 5

Principal Demographics

121 respondents of 156 sample population (78%)

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Principal's Age

Respondents were grouped according to
their ages as follows

| Age | Number of Respondents | Percent of Respondents |
|-------------|--------------------------|---------------------------|
| 30-34 | 0 | 0 |
| 35-39 | 24 | 20 |
| 40-44 | 39 | 32 |
| 45-49 | 21 | 17 |
| 50-54 | 18 | 15 |
| 55-59 | 15 | 12 |
| 60-65 | 1 | 1 |
| No Response | 3 | 3 |

Average age = 46

Age range = 37 - 65

Sex

| | Number of Respondents | Percent of Respondents |
|-------------|--------------------------|---------------------------|
| Male | 92 | 76 |
| Female | 26 | 21 |
| No Response | 3 | 3 |

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Continued on next page

Table 5 continued

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Years Experience as an Administrator

| Years Experience | Number of Respondents | Percent of Respondents |
|------------------|-----------------------|------------------------|
| 0-5 | 28 | 24 |
| 6-10 | 18 | 15 |
| 11-15 | 33 | 27 |
| 16-20 | 15 | 12 |
| 21+ | 27 | 22 |
| No Response | 0 | 0 |

Average years experience = 12.2 years

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Years In Current Position

| Years | Number of Respondents | Percent of Respondents |
|-------------|-----------------------|------------------------|
| 0-5 | 63 | 52 |
| 6-10 | 24 | 20 |
| 11-15 | 12 | 10 |
| 15+ | 18 | 15 |
| No Response | 4 | 3 |

Average years in current position = 7.8 years

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Continued on next page

Table 5 continued

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Years in Current District

| Years | Number of Respondents | Percent of Respondents |
|-------------|-----------------------|------------------------|
| 0-5 | 18 | 15 |
| 6-10 | 9 | 7 |
| 11-15 | 15 | 12 |
| 16-20 | 21 | 17 |
| 21+ | 54 | 46 |
| No Response | 4 | 3 |

Average years in current district = 33.1 years

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because this teacher's schedule rotated opposite the dual principal's.

Table 5 reflects the person performing the duties of the dual principalship. Over seventy-six percent of the dual principals were males under the age of fifty. One fourth of the principals surveyed were within their first five years of administration and over fifty percent were in their current position five years or less. However, there appeared to be polarization taking place due to the presence of fifteen percent of the dual principals spending fifteen years or more in their current position. This researcher observed the tendency of districts to promote from within administrators assigned multiple building responsibilities when the information regarding years of service to a district was tabulated. Sixty-three percent of the administrators serving as dual principals indicated their service in the district to be sixteen years or more with the average years in the current district being thirty-three years. This cross-tabulation of data from the years in current district to years in current position indicated districts were hiring teachers already in the district to assume the role of the dual principalship.

Table 6

The Principal's Schedule

121 respondents of 156 sample population (78%)

Fixed Schedule?

Respondents were asked if they followed a fixed schedule

| | Yes | No |
|-------------|-----|----|
| Respondents | 69 | 36 |
| No Response | 16 | |

Rotate Schedule?

Respondents were asked if they rotated their schedule to equitably accomodate all buildings under their administration

| | Yes | No |
|-------------|-----|----|
| Respondents | 57 | 34 |
| No Response | 30 | |

Equitable Schedule?

Respondents were asked if their schedules provided equal time to each building under their administration

| | Yes | No |
|-------------|-----|----|
| Respondents | 54 | 61 |
| No Response | 16 | |

Continued on next page

Table 6 continued

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Schedule Rotation

Respondents were asked by what means
they rotated their schedule to provide
leadership in both buildings

| Method of Rotation | Number of Respondents |
|--|-----------------------|
| AM building A / PM building B, switching the rotation the next week | 25 |
| Every other day, switching the days the following week | 13 |
| The teachers just know when I will be in the building | 1 |
| Always start the day in the larger of the buildings and adjust the schedule daily according to the more critical situations - always trying to be sure not to avoid the smaller building completely | 58 |
| No Response | 24 |

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In order for the dual principal to coordinate appearances in the separate buildings of the multiple building assignment, the principal's schedule must be examined. Table 6 allowed the respondents to address their schedule. Sixty-one dual principals indicated they did not provide a schedule of service to each building that was equitable. However, the dual principals did indicate they followed a rotating schedule. Fifty-eight dual principals indicated they start their day in the larger of their buildings and adjust the schedule daily according to the more critical situations. However, the principals always try to be sure not to avoid the smaller building. Less than half of the dual principals indicated they used an equitably fixed rotating schedule. As noted in the compilation of respondents comments regarding how they would like for the public to perceive their job as dual principal (see Appendix D), several dual principals indicated they were always in the "wrong place at the wrong time."

Table 7 showed seventy-eight to eighty-five percent of the dual principals responding to the perception section of the survey indicated the job functions most adversely effected by multiple building assignments were dealing with student misbehavior,

Table 7

Perceived Effect on Job Functions

121 respondents of 156 sample population (78%)

Effect Multiple Building Assignments Have On Job Functions

Rating Scale

- "1" = strong adverse effect
 "2" = slight adverse effect
 "3" = no effect
 "4" = slight positive effect
 "5" = strong positive effect

| Statement | Rating | | | | |
|--|--------|----|----|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Dealing with parents. | | | | | |
| No. of respondents | 10 | 71 | 34 | 6 | 0 |
| % of respondents | 8 | 59 | 28 | 5 | 0 |
| Average Rating = 2.3 | | | | | |
| 2. Dealing with the usual incidences of student misbehavior. | | | | | |
| No. of respondents | 41 | 59 | 20 | 1 | 0 |
| % of respondents | 34 | 49 | 17 | 1 | 0 |
| Average Rating = 1.8 | | | | | |
| 3. Dealing with serious Student misbehaviors. | | | | | |
| No. of respondents | 57 | 38 | 25 | 1 | 0 |
| % of respondents | 47 | 31 | 21 | 1 | 0 |
| Average Rating = 1.8 | | | | | |

Perceived Effect on Job Functions (cont.)

| Statement | Rating | | | | |
|---|--------|----|----|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 4. Accomodating legislative mandates in learning objectives and assessment. | | | | | |
| No. of respondents | 30 | 40 | 47 | 4 | 0 |
| % of respondents | 25 | 33 | 39 | 3 | 0 |
| Average Rating = 2.2 | | | | | |
| 5. Dealing with the level of paperwork. | | | | | |
| No. of respondents | 45 | 48 | 28 | 0 | 0 |
| % of respondents | 37 | 40 | 23 | 0 | 0 |
| Average Rating = 1.9 | | | | | |
| 6. Attempting to address instances of teacher dissatisfaction. | | | | | |
| No. of respondents | 31 | 64 | 18 | 2 | 0 |
| % of respondents | 26 | 53 | 15 | 2 | 0 |
| Average Rating = 1.8 | | | | | |
| 7. Maintaining accessibility to students, parents, teachers and other groups interested in school activities. | | | | | |
| No. of respondents | 46 | 57 | 18 | 1 | 0 |
| % of respondents | 38 | 47 | 15 | 1 | 0 |
| Average Rating = 1.8 | | | | | |
| 8. Establishing orientation for new teachers, staff and students. | | | | | |
| No. of respondents | 25 | 48 | 44 | 4 | 0 |
| % of respondents | 21 | 40 | 38 | 3 | 0 |
| Average Rating = 2.2 | | | | | |

Perceived Effect on Job Functions (cont.)

| Statement | Rating | | | | |
|--|--------|----|----|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 9. Observing teacher's classroom performance for the purpose of evaluation and/or feedback to the teacher. | | | | | |
| No. of respondents | 38 | 42 | 40 | 1 | 0 |
| % of respondents | 31 | 35 | 33 | 1 | 0 |
| Average Rating = 2.0 | | | | | |
| 10. Evaluating the curriculum in terms of objectives set by school or district. | | | | | |
| No. of respondents | 30 | 36 | 45 | 6 | 4 |
| % of respondents | 25 | 30 | 37 | 5 | 3 |
| Average Rating = 2.3 | | | | | |
| 11. Coordinating with local authorities to insure smooth operational procedures in case of emergency. | | | | | |
| No. of respondents | 16 | 43 | 60 | 0 | 3 |
| % of respondents | 13 | 36 | 50 | 0 | 2 |
| Average Rating = 2.5 | | | | | |
| 12. Evaluating job performances of custodial, secretarial and other support staff. | | | | | |
| No. of respondents | 16 | 57 | 48 | 0 | 0 |
| % of respondents | 13 | 47 | 40 | 0 | 0 |
| Average Rating = 2.3 | | | | | |
| 13. Soliciting substitute teachers. | | | | | |
| No. of respondents | 12 | 23 | 83 | 3 | 0 |
| % of respondents | 10 | 19 | 69 | 2 | 0 |
| Average Rating = 2.6 | | | | | |

Perceived Effect on Job Functions (cont.)

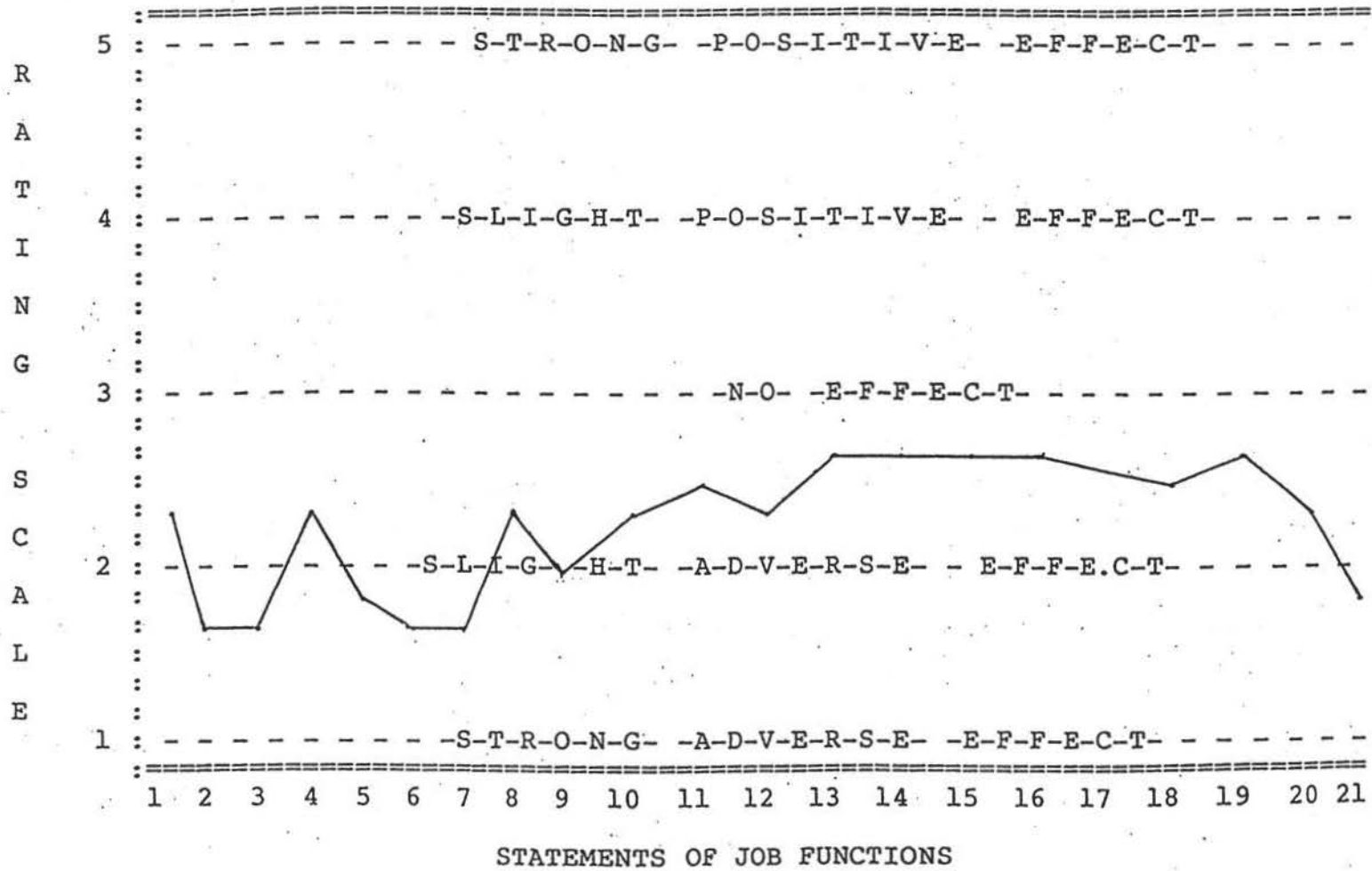
| Statement | Rating | | | | |
|--|--------|----|----|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 14. Reviewing, monitoring, accounting for and developing the budget. | | | | | |
| No. of respondents | 10 | 35 | 71 | 5 | 0 |
| % of respondents | 8 | 29 | 59 | 4 | 0 |
| Average Rating = 2.6 | | | | | |
| 15. Writing faculty and student handbooks to describe school policies, procedures and attendance. | | | | | |
| No. of respondents | 9 | 31 | 71 | 8 | 2 |
| % of respondents | 7 | 26 | 59 | 7 | 2 |
| Average Rating = 2.7 | | | | | |
| 16. Requesting and pursuing resources for maintenance and repair of school plant. | | | | | |
| No. of respondents | 7 | 47 | 61 | 3 | 3 |
| % of respondents | 6 | 39 | 50 | 2 | 2 |
| Average Rating = 2.6 | | | | | |
| 17. Structuring supervision for students before/after school and during lunch time. | | | | | |
| No. of respondents | 38 | 47 | 35 | 1 | 0 |
| % of respondents | 31 | 39 | 29 | 1 | 0 |
| Average Rating = 2.0 | | | | | |
| 18. Overseeing newsletters to parents and public to keep them informed of school policies and activities. | | | | | |
| No. of respondents | 7 | 51 | 59 | 3 | 1 |
| % of respondents | 6 | 42 | 49 | 2 | 1 |
| Average Rating = 2.5 | | | | | |

Perceived Effect on Job Functions (cont.)

| Statement | Rating | | | | |
|--|--------|----|----|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 19. Coordinating and overseeing use of school facilities by community groups. | | | | | |
| No. of respondents | 9 | 38 | 68 | 3 | 3 |
| % of respondents | 7 | 31 | 56 | 2 | 2 |
| Average Rating = 2.6 | | | | | |
| 20. Participating in professional growth activities: attends professional meetings, reads professional journals, takes classes or attends seminars on relevant topics. | | | | | |
| No. of respondents | 34 | 33 | 51 | 2 | 1 |
| % of respondents | 28 | 27 | 42 | 2 | 1 |
| Average Rating = 2.2 | | | | | |
| 21. Overall effect on your role as an instructional leader. | | | | | |
| No. of respondents | 35 | 67 | 16 | 2 | 1 |
| % of respondents | 29 | 55 | 13 | 2 | 1 |
| Average Rating = 1.9 | | | | | |

Graph 1

Average ratings of administrators' perceptions of multiple building assignments effects on their job functions.



maintaining accessibility to students, parents and teachers and addressing teacher dissatisfaction. Eighty-four percent of the dual principals rated their overall effectiveness as an instructional leader to be adversely effected by the assignment of multiple buildings.

Job functions that were perceived to have less impact as a result of the multiple building assignment were ones that do not necessarily need daily attention. Writing faculty and student handbooks, maintenance and repair orders, budgetary involvement and substitute teachers were functions perceived as having the least impact on performance effectiveness.

Graph 1 exhibited results of table 7 on a line graph. An adverse effect was noticeably perceived in all areas surveyed.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

In designing a study to determine the effectiveness of dual principals in their role as instructional leaders, a questionnaire was developed to rate dual principals' perceived effectiveness. Sections were built into the questionnaire to collect demographic data about the districts, buildings and principals involved with multiple building assignments. In 1985 the Illinois legislature enacted school reform that impacted the role of school administrators: the principal's responsibility as an instructional leader increased to the point where fifty-one percent of his or her time must be spent as the instructional leader (Illinois Association of School Board Special Report, July 1985, p. 4). As school districts throughout the State of Illinois have employed principals to administer multiple buildings, little time has been allowed for instructional leadership.

In reviewing the related literature, research studies by Rist, Eaton and White, Dunn, Denenberg and Collister, it is apparent that some dual principals have been successful while others have been under a considerable stress and feel they have done a less than

satisfactory job of administering to two or more buildings.

A questionnaire was developed to survey dual principals in the State of Illinois. A sample of 156 dual principals were identified through a listing provided by the Illinois Board of Education. One hundred twenty-one principals responded to the survey representing ninety-five unit districts and twenty-six elementary districts. The questionnaire revealed both demographic information and perceptual information.

Findings

Since this study revealed both demographic and perceptual information, it is interesting to note through cross-referencing the tables "who is doing what to whom." No high school districts participated in this survey. Only elementary and unit districts were found to be utilizing multiple building administration. Even though the majority of the districts using dual principals had a student population of 1500 or less this did not eliminate the larger district from dual principalship practice. It was found that twelve percent of the respondents were employed by districts serving more than three thousand students.

As the study investigated the buildings and the staffs, it was found that the dual principal was

responsible for a combined full-time instructional staff of over twenty and part-time staff of three. Also the dual principal was found to be sharing nearly seven staff members with other buildings. The study revealed the dual principal was responsible for a rather large non-certified staff ranging from three to six members total.

Seventy-one percent of the respondents indicated their schools were rural. This created distance between buildings that reflected time away from all buildings as the dual principal traveled from building to building. One fourth of the dual principals indicated their travel time between buildings to be more than fifteen minutes. As noted in the comments section of the survey, dual principals seem to be "in the wrong place at the wrong time."

As for the reason dual principalships existed, eighty-four percent of the dual principals reported their districts did so because it was a cost savings to the district. Seven percent indicated the dual principalship was due to consolidation and nine percent reported the dual principalship was historical.

The survey found the dual principal to be in his or her mid-forties. The average number years experience as an administrator was 12.2 years. The

average number of years in his or her current position equals 7.8 years. The average number of years the dual principal had been in his or her current district was 33.1.

The perceptual portion of the survey rated the dual principal's perception of the effect dual principalships have on their performance of their job functions. An overall rating showed the dual principal to perceive his or her effectiveness as an instructional leader to be adversely effected by multiple building assignments. Dealing with parents and the misbehavior of the students was perceived to be most effected.

Conclusions

Following an analysis of the results of the perception survey, the effectiveness ratings assigned to the job functions, the demographic data and comments of the respondents, the following conclusions can be drawn:

1. Dual principals must work with combined staffs that often are equal to or outnumber staffs of a single building principal.

2. Time and distance between buildings contributes to the absence of the dual principal in all buildings. Thus, this adverse effect is impacted on

the relationship of the dual principal with his or her staff, students and parents. The dual principal can't be simultaneously everywhere.

3. Routine paperwork required to maintain proper records in each building doubles the amount of work for the dual principal and decreases the amount of time directed to staff development and instructional leadership.

4. In the dual principal's absence additional and sometimes improper responsibilities are placed on faculty and non-certified personnel. Secretaries often make administrative decisions.

5. Dual principalships allow little time for follow-up regarding discipline. The dual principal, because of time sharing, must justify procrastination in student discipline.

Conclusive evidence resulting from this study indicated a perceived adverse effect on the instructional leadership provided by administrators assigned multiple buildings. The issue addressed the amount of time a principal is out of the building. Concerned dual principals feel "stretched so thin" that they have a difficult time "feeling the 'pulse' of the building." One administrator summed the dual principalship responsibilities by commenting "multiple

buildings often force an administrator to practice triage."

Recommendations

The conclusions and recommendations are based on the results of the questionnaire that surveyed 121 dual principals in the State of Illinois. The school administrators, board members and teachers should consider the perceptions of the current practicing dual principals.

There is a need for districts to develop guidelines when assigning administrators to multiple buildings. As the survey indicated, the majority of school districts using the dual principal to administer multiple buildings in doing so to save money. This line of reasoning is not acceptable if allowed to stand alone as the only reason. The following recommendations are suggested so the students receive appropriate attention, proper education and accurate evaluation.

Dual principalships should be restructured to single principalships to allow full time administrative attention to each building in the district. By adding administrative responsibilities, the principal would be allowed to remain in each building all day and would therefore be available in case of emergencies. The

additional responsibilities might include any of the following:

1. Federal grant problems.
2. District textbook rental program.
3. Curriculum council chairperson.
4. District testing services
5. District special education liaison.
6. District intramural programs.
7. District gifted coordinator.
8. Latchkey program director.
9. Substitute teacher coordinator.
10. District newsletter coordinator and public relations director.
11. Transportation coordinator.
12. Board treasurer.
13. Benefits coordinator for district personnel.

The list can be ongoing and change as change is necessary. The important fact to remember is that students, teachers and parents deserve the full time presence of a building administrator. If the size of the building does not warrant a full time administrator, by assigning responsibilities as suggested, the person will be present in the building all the time for appropriate teacher evaluations,

communication with students and parents and effective instructional leadership.

Legislation should be introduced to impact the effectiveness of the instructional leaders of school districts. Legislation that states the amount of time a building principal spends as the instructional leader should also state restrictions of responsibilities that impose adverse effect on the principal's role as the instructional leader. We should eliminate dual principalships. Students and staff members need the undivided attention of a leader. It was noted in the survey that all too often secretaries and inappropriate personnel make administrative decisions in the absence of the building administrator.

When districts develop guidelines for multiple building administration, consideration should be given to the population of students housed in the buildings, staff and proximity of the buildings. Any building housing at least one section of each grade level kindergarten through sixth grade should have a full time principal with little or few additional responsibilities. If a large percentage of instructional faculty is part-time or shared, it is important for the students and staff to feel a strength in leadership that can only be provided by an

administrator whose presence is full time. As Marilee C. Rist stated ". . . sharing a principal is tough: It carries costs that don't show up on the ledger"

(p. 29)

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THE ADMINISTRATION OF MULTIPLE BUILDINGS

Please complete each item below as indicated.

SECTION I: DEMOGRAPHICS

A. District

- ___ 1. District Type
 - a. High School
 - b. Elementary
 - c. Unit
- ___ 2. Total Attendance Centers (individual buildings)
- ___ 3. Total Students In District
- ___ 4. Total Administrators (including central office)

B. Buildings (assigned to one administrator)
(each letter, i.e. A, B, represents a separate building)

1. Total Instructional Faculty In Each of the Buildings Under Your Assignment

- | | | | | | | |
|----|-----|----------|-----|-----------|-----|--------|
| A. | ___ | fulltime | ___ | part-time | ___ | shared |
| B. | ___ | fulltime | ___ | part-time | ___ | shared |
| C. | ___ | fulltime | ___ | part-time | ___ | shared |

2. All Non Certified Staff In Your Buildings (Full and Part-time)

- A. ___
- B. ___
- C. ___

3. Do you have a head teacher or an assistant in your absence? (yes / no)

- A. ___
- B. ___
- C. ___

4. Do you think you should have a head teacher or an assistant? (yes / no)

- A. ___
- B. ___
- C. ___

5. In your absence who makes administrative decisions regarding indoor/outdoor recess, injured students, corporal punishment, etc.? (Indicate the person(s) by position(s), i.e. supt., head teacher, secretary, custodian etc.)

- A. _____
- B. _____
- C. _____

___ 6. Distance Between Buildings (approximate miles)

___ 7. Distance Between Buildings (approximate minutes)

8. Secretarial Assistance In Each Building (if part-time -- list fractionalized unit)

- | | | | | |
|----|-----|----------|-----|-----------|
| A. | ___ | fulltime | ___ | part-time |
| B. | ___ | fulltime | ___ | part-time |
| C. | ___ | fulltime | ___ | part-time |

9. Custodial Assistance In Each Building (if part-time -- list fractionalized unit) p. 2
- A. _____ fulltime _____ part-time
 B. _____ fulltime _____ part-time
 C. _____ fulltime _____ part-time
10. Total Students (by building)
- A. _____
 B. _____
 C. _____
11. Length of School Day for Staff
- A. _____
 B. _____
 C. _____
- _____ 12. Building Location (select one)
- a. Rural/Rural
 - b. City/City
 - c. Rural/City
 - d. Rural/Suburban
 - e. Suburban/Suburban
13. Reason For Multiple Building Administrator (check the most appropriate)
- _____ Historical
 _____ Consolidation
 _____ Cost Savings
 _____ Other: Please Specify _____

C. The Principal

- _____ Age
 _____ Sex
 _____ Years Experience as Administrator
 _____ Years in Current Position
 _____ Years in District

SECTION II. PRINCIPAL'S SCHEDULE

- _____ 1. Do you typically follow a fixed schedule for the year?
- _____ 2. Do you rotate your schedule? If you answered yes, please describe in brief, including if you rotate by week, month, grading period, or semester..... If you answered "no", please explain.
- _____ 3. Do you give each building equal time on most days? If you fractionalize your time, please provide the ratio. _____

Comments:

SECTION III. JOB FUNCTIONS

Use the following rating values which best describes the effect of having an assignment of two separate buildings to administer.

- "1" = strong adverse effect
- "2" = slight adverse effect
- "3" = no effect
- "4" = slight positive effect
- "5" = strong positive effect

Rating
Values

- ___ 1. Dealing with parents.
- ___ 2. Dealing with the usual incidences of student misbehavior.
- ___ 3. Dealing with serious student misbehavior.
- ___ 4. Accomodating legislative mandates in learning objectives and assessment.
- ___ 5. Dealing with the level of paperwork.
- ___ 6. Attempting to address instances of teacher dissatisfaction.
- ___ 7. Maintaining accessibility to students, parents, teachers and other groups interested in school activities.
- ___ 8. Establishing orientation for new teachers, staff and students.
- ___ 9. Observing teacher's classroom performance for the purpose of evaluation and/or feedback to the teacher.
- ___ 10. Evaluating the curriculum in terms of objectives set by school or district.
- ___ 11. Coordinating with local authorities to insure smooth operational procedures in case of emergency.
- ___ 12. Evaluating job performances of custodial, secretarial and other support staff.
- ___ 13. Soliciting substitute teachers.
- ___ 14. Reviewing, monitoring, accounting for and developing the budget.
- ___ 15. Writing faculty and student handbooks to describe school policies, procedures and attendance.
- ___ 16. Requesting and pursuing resources for maintenance and repair of school plant.
- ___ 17. Structuring supervision for students before/after school and during lunch time.
- ___ 18. Overseeing newsletters to parents and public to keep them informed of school policies and activities.
- ___ 19. Coordinating and overseeing use of school facilities by community groups.
- ___ 20. Participatng in professional growth activities: attends professional meetings, reads professional journals, takes classes or attends seminars on relevant topics.
- ___ 21. Overall effect on your role as an instructional leader.

What do you want people to know about the administrator who has been assigned multiple buildings?



EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Room 211 Buzzard Building
Ph: (217) 581-2919
581-2826

April 10, 1989

Dear Building Administrator:

You are among a very special and select group of administrators in Illinois because of your involvement in the administration of multiple buildings. The Department of Educational Administration at Eastern Illinois University is conducting a research study related to the impact multiple building assignments may have on the principal's effectiveness.

We are primarily concerned with demographics, the principal's schedule, services, and most importantly the perceived effect on job functions as related to having an assignment of multiple buildings.

We have enclosed a questionnaire that addresses topics relative to administering multiple buildings. It should take about fifteen minutes to complete. Please fill it out and return it in the enclosed prestamped envelope.

The number on the questionnaire is to help us keep track of the number of questionnaires and to send reminders to those who do not return the questionnaire. All questionnaires will be treated confidentially, and no individual will be identified.

If you have any questions, please feel free to call one of us (Larry Janes at 217/581-2919 or Alan Jones at 217/581-5025). We thank you for your help. Please fill out the questionnaire and return it as soon as possible.

Sincerely,

Alan Jones
Principal Investigator


Larry Janes
Professor

Enclosures



EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
Room 211 Buzzard Building
Ph: (217) 581-2919
581-2826

June 1, 1989

Dear Building Administrator:

We are writing in regard to a questionnaire that was sent to you April 10, 1989. In compiling information related to this study we found that we have not received a completed questionnaire from you.

We realize that the survey instrument may have been lost in the mail or misplaced, so as a follow-up, we are sending you a copy of the initial cover letter and questionnaire. As indicated in the cover letter, your response is critical to determine the perceived effect on job functions as related to multiple building assignments.

Thank you for your help and please return the questionnaire by June 12.

Sincerely,

Alan L. ^{Jonés}
Principal Investigator

Larry Janes
Professor

Enclosures

Appendix D

The following were comments of dual principals taken from the questionnaire in response to the question: What do you want people to know about the administrator who has been assigned multiple buildings?

1. We are very busy and compensation needs to be calculated with the double duties concerned.
2. With a "head teacher" at the grade school and help from the supt. responsibility is shared and all areas of concern are "covered".
3.
 1. No matter where you are, you are always in the wrong place.
 2. Some staff will feel neglected.
 3. Different buildings require different proportions of your time--a simple 50-50 split will not work well.
 4. You will receive twice as much junk mail.
4. It is a very difficult and time consuming job. It is not impossible, but, on the other hand, it is not the type of administrative position a person would want to spend a career doing.
5.
 1. Additional stress
 2. Multiplied problems
6. They face challenges unique to the profession.
7. It's a lousy system. We have no choice, but a

junior high needs its own identity--and its own principal. JHS and HS kids are different. JHS and HS teachers and administrators are different.

8. That he really cannot give his all to 2 buildings--it is a big problem.
9. It is challenging, interesting and a great deal of work.
10. It is better than being a teaching principal.
11. The administrator that has an adequate support staff might not have the difficulty with two or more buildings. another item to be considered would be the administrator who dealt with only one building versus tow or more. Multiple buildings often force an administrator to practice Triage--you take care of the serious matters and come back to the minor ones when you have time.
12. Tough job -- always in the wrong place. The travel between the buildings is usually the only "quiet" time.
13. 10 hours a day -- 6 days a week
14. Buildings the size of mine (total 400 students) I do not see anything detrimental or negative for 1 administrator to handle 2 buildings. If buildings were larger (total 475+) -- It could be very

- difficult -- almost impossible. I'm fortunate to have very strong staff for support in each bldg.
15. I feel I would and could do a better job if I were not stretched so thin. My energy level is high but with the demands of 2 buildings and so many night activities I am drained. I never have enough time to devote to new initiatives.
 16. That his job is more difficult than if his assignment was only one building.
 17. That it is not possible to do as much in the way of staff development and as the instructional leader, as it would be, if the person were assigned one building.
 18. It doesn't work well -- students, faculty and support staff get cheated. I feel like I am applying band aids to large wounds.
 19. You can't be in 2 places at one time!
 20. This person must be organized and utilize their time extremely well! This type of assignment hinders the principal in being something other than an authoritative leader. You have less time to socialize with students.
 21. We are flexible, courageous and must be positive thinkers.

22. This individual can never, or hardly ever, be in the right place at the right time. The hours needed to do the job, and the miles traveled are extreme.
23. An administrator cannot be 2 persons at the same time. Most days there is not enough time for all the work that must be done. The state is asking that the principal spend more time evaluating teachers and visiting classrooms, but gives or asks for more paper assignments, learning objectives, assessments, etc. Most of the time more time is needed to become an efficient administrator.
24. You must be extremely organized and on top of everything. You must surround yourself with positive people who can work independently. You must be an excellent communicator. You must be flexible and have a good sense of humor.
25. The four trips per day are lost time which is too valuable to lose. You are always needed in the other building.
26. Time limitations--Multiple commitments--Difficulty in maintaining the "pulse" of each building--Difficulty in overseeing supervision.

27. Due to the close proximity of my buildings, problems are minimized. I would not recommend this type of arrangement in centers far apart.
28. Must be an organized person.
29. Generally, two buildings, each needing about 3/4 of an administrator are put together so that one person is having about 1 1/2 of a full time job.
30. They should know that 5-12 year olds need guidance in developing good study habits and positive peer relationships before they get to high school. Part-time principals cannot possibly provide this when they are split between two buildings and communities.
31. It is hard not to appear to favor one over the other, particularly when one is considerably larger than the other. The smaller building tends to feel (not necessarily true) that I am unaware of their problems and concerns because I'm not there.
32. It breaks up the day too much. You are not available for emergencies. Teachers become isolationists.
33. Can never be in the right place at the right time.

34. Be aware of two assignments. Means of contacting principal if needed. Principal will be present at both buildings some time during the day.
35. The feeling of your staff that they feel neglected. Difficulty in scheduling. Amount of time spent traveling. Importance of having an excellent head teacher. How very difficult it is.
36. The pay is not comparable to the amount of work.
37. With multiple buildings, it is very difficult to be a strong positive influence on staff and students. The principal is cast into the role of problem solver rather than preventor of problems; a reactionary to situations rather than a controller of situations. Developing rapport, especially with students is much more difficult.
38. How difficult it is to be an instructional leader
51% of the time.
39. You are always in the wrong place at the wrong time.
40. They're very busy.
41. Day always varies. Administrators must take time to associate with all staff. Staff may believe administrator has preference.
42. In my case it has not been a serious problem. We have 515 students in the building in town and 85

students in the other building 10 miles north. As I have a full time assistant principal it has presented no real problems.

43. He/She needs a loyal, organized secretary.
44. The distance between the buildings is an important factor. When there isn't a full-time principal in a building, it's so very important for clerical help! I spend numerous hours per day doing clerical duties since I have only 1/2 secretary in one of my buildings. Communication between buildings is another problem. The expectations placed upon a principal with a multiple-building assignment must be slightly different due to the fact of not being in any building full-time. People must realize that moving between buildings is a frustration for the administrator. It's hard to be the instructional leader putting in 51% of your time in the classroom when you have two buildings.
45. It is not an efficient way of administering and supervising staff and students. It is difficult to coordinate curriculum, etc. I believe within five years we will close the smaller building and have just the single building.
46. We are spread very thin.

47. In my situation the kindergarten center has full access to South School. As long as I meet with the three teachers regularly--they come here regularly--I don't think of a staff at two separate buildings. I have one staff which is housed at two physical plants.
48. It's tough being in 2 places at the same time. Often I arrive at one building and am immediately called back to the other building, etc.
49. The liability that the principal might encounter by being in the wrong building at the wrong time.
50. The number of students enrolled in a building should not be the primary factor in determining the amount of administrative time needed.
51. The assignment is a challenging one.
52. The most adverse problems are dealing with night activities and the many facets of administration that are time consuming and have little to do with instructional leadership.
53. Very busy person.
54. Dual role, dual job, dual headache, single pay.
55. That he can't be in both places at once.
56. It is terrible! For the principal, students, staff and everyone.

57. Available time remains the same, but workload and responsibilities are increased.
58. The assignment of k-12 has too many diverse responsibilities and roles required. Too many special ed. responsibilities.
59. The building administrator who has three buildings and all grad levels has a "full" time job.
60. Can't be everywhere at once!
61. Extremely difficult to coordinate the academic and activities for the schools. It is also hard to judge the amount of time spent in each building--much duplication of everything.
62. It is a very time consuming position and in my case I deal with different socio-economic groups which really creates some problems. It would be nice to have one building.
63. It does take more time to work in multiple buildings. Also, there are days when you have to make more than one trip between the buildings (i.e. serious student misbehavior or injury). It is imperative to have a strong, cooperative staff under these conditions.
64. I find it very difficult to do an effective job (or at least as good a job as i would like to do) of informal classroom observations. It's tough to

get around to all the schools and drop in like I should when I have to get in my truck and drive a number of miles to get to another school. In short, having a multiple building assignment makes staff development a tough job for any principal.

65. The need to be patient. It takes longer to do everything twice. With 2 buildings you have two separate personality groups and what works at one place may not work at the other. Comparison is not usually good.
66. It is the same as having 2 full-time jobs. Multiple buildings bur out administrators fast.
67. You often feel like you are being pulled in two directions. Thank goodness for a super staff. This certainly helps. You so often are not at the right building at the right time.
68. Lots of duplication.
69. You don't work twice as hard. The primary difference is not being able to commit yourself to one place or situation. Having to keep you schedule flexible.
70. On the outside (and to an outsider) 2 job assignments may seem to work. To the administrator and to the instructors it is a constant frustration because the most important

items do not get completed (classroom observations and curriculum evaluation).

71. Overall, it does not cause a major problem, but there is a certain amount of time lost when dividing time between two buildings.
72. You must be well organized and budget you time wisely -- willing to work a 10-12 hour day -- have excellent, dedicated, hardworking teachers in both buildings -- have dedicated, hardworking non-certified support staff in both buildings -- be willing to be available to take phone calls at night at home -- be willing to be available to take calls at home on Saturdays and Sundays.
73. It is difficult to feel as effective when you are not on-site and available moment to moment. Principals as instructional leaders need to be present and visible which is not an easy task at 2 buildings.
74. It does involve more work. One must be very organized. You often end up doing everything twice because of duplication of paperwork and the various needs of the schools.
75. Additional and sometimes improper responsibilities are placed on faculty and non-certified staff.

Combination position limits effectiveness of the principal as an instructional leader.