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THE PRINCIPALSHIP: A STUDY OF THE PRINCIPAL'S TIME ON TASK FROM
1960 TO THE TWENTY-FIRST CENTURY

Jacqueline A. McPeake, EdD
Marshall University
College of Education and Human Services

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In

Educational Leadership

Committee Chair, Teresa Eagle, EdD

Michael Cunningham, EdD

Jerry Jones, EdD

Emily Meadows, EdD

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ABSTRACT

THE PRINCIPALSHIP: A STUDY OF THE PRINCIPAL'S TIME ON TASK FROM
1960 TO THE TWENTY-FIRST CENTURY

Jacqueline McPeake

The purpose of this study was to examine legislative and societal developments in the United States in relation to changes in educational administration and determine the existence of bifurcation points of change. The effects of legislative and societal changes on the tasks on which administrators focus their time were evaluated. The administrators were surveyed to determine if changes in time on task have occurred to meet the demands of current legislative priorities and if any demographic relationships existed. The study's population consisted of 1950 (N=1950) administrators in public elementary, middle and high schools in the Southern Regional Educational Board 16 states. A systematic stratified random sample (n=480) was used with a researcher developed survey, for a return rate of 51.05%. In this study, 60.6% of the elementary respondents were females, while 60% of the 85 middle level principals and 69.2% of the 91 secondary principals were male.

The analysis of the literature from the 1960s to the 21st century revealed bifurcation points in the time allocated to administrative tasks. One of the most pronounced findings was the consistent increase in the total amount of time that principals spend per week from the 1960s to 2007. Bifurcation points in educational administration were identified as occurring in the 1970s, 1980s, and early 2000s. The literature review demonstrated the mean time dedicated to the job was 49.31 hours in the 1960s and had risen to 61.1 hours in the early 2000s. The current study found the mean time worked by principals to be 60.3 hours per week. Positive correlations were discovered in six of the seven demographic characteristics in relation to the nine task areas: gender, grade level, student population, type of community, level of education, and principals' experience. The percent of increase in time for the last three year period was: School Management - 57.5%, Personnel - 64.8%, Program Development - 64%, Student Activities - 38.4%, Student Behavior - 30.6%, Planning – 60.8%, Community Relations- 42.5%, District Office – 38.8%, and Professional Development - 52.9%. Fifty percent of the respondents pointed to the mandates of No Child Left Behind as a cause for the increase in time on task.

DEDICATION

This paper is lovingly dedicated to my husband Jeff and my precious children, Justin and Jessica, with the belief that we have all earned this degree together. This work is also respectfully dedicated to my mother, Jean Radford, who has always supported my dreams, and to my father, Thomas Radford, who would have been so proud to have a Doctor in the family.

My children, Justin and Jessica, who have never complained or whined about Mommy's homework. The days when my determination would wane I could always count on my angels to boost my spirits by calling me "Dr. Mom." Jessica became my official sorter, folder and stamper, while Justin became the jokester to keep me laughing.

Finally, my undying appreciation to my understanding and supportive husband, Jeff, whose constant encouragement and patience has made this dream possible. Your name should be on the cover also.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

The role of the principal has increased in complexity as the school leader has struggled to find the balance between the responsibilities of the instructional leader, building manager, organizational leader, strategic planner, and community leader (Goodwin, 2002; SAELP, 2003). The principal's major task has always been to make a positive difference in the environment of students, teachers, parents, and others concerned with the school's success (Drake & Roe, 1999; Kearney, 2005; Marzano, Waters, & McNulty, 2005). In addition, the issues of school accountability and improvement have become a constant challenge for educational leaders. Numerous researchers have documented these evolving and demanding challenges of school administration, although the reasons for the constant change in the profession have not been determined (Blair, 2001; Goodwin, 2002; Morrow, 1993). Goodwin (2002) described the profession as being in a "state of chaos." This condition is evidenced by the professional school leader performing a job that is fragmented and varied, while being expected to remain focused on emphasizing teamwork and promoting consistent school reform (Blair, 2001; Morrow, 1993).

To meet the needs of educational reform, the importance of the principals' leadership skills have been emphasized (Edmonds, 1988; Lezotte, 1991; Marzano et al., 2005). Research has indicated that the school administrator's influence is an essential component in establishing and promoting improvement in the schools (Lezotte, 1991; Marzano et al., 2005). With the importance of school administrators being stressed as essential to meeting the ever-growing demands of education, the time that an

1

administrator can dedicate to tasks continues to be divided more than any time in history.

This study will examine the historical developments in the amount of time that principals

have spent on administrative tasks, and determine the time on tasks on which

administrators currently focus their efforts.

History of Educational Administration

Educational administrators have experienced many modifications in the

responsibilities of the job since the early inception of the position of a head teacher.

From the time when the head teacher took care of the coal fire and maintained the

building, the tasks of administrators have changed drastically over the years (Drue,

1981). In the early years, school principals rang the bells and occasionally paddled a few

mischievous boys. During the first half of the 19th century, the principal teacher became

responsible as the instructional leader in charge of finance, personnel, and the facility.

The Federal Courts and legislature have continued to have an impact on

educational administration with landmark cases and legislation. In 1954, the landmark

school desegregation case, *Brown v. Topeka Board of Education*, presented the

administrator with the responsibility of assuring equality of education to all students

regardless of race, sex, or economic condition.   The successful Russian launch of the

spacecraft Sputnik provided the public their first chance to influence public education in

the United Sates to change. The public outcry for better education in the United States

placed administrators in the position of modifying curriculum to meet the demands of a

technological world and not be left behind in the global economy. This criticism gave

impetus to *The Great Debate: Our Schools in Crises*. The viewpoints expressed by the

authors presented the opportunity for another focused change in schools (Winfield, Hills,

& Burns, 1959). In 1964, Title VI of the Civil Rights Act followed up the *Brown v*

Topeka decision by barring discrimination on the basis of race, color, or national origin.

Later, the Elementary and Secondary Act of 1965 made federal funds available to serve

the needs of low socio-economic children in public and non-public schools (Drake &

Roe, 1999).

Then in the 1970s, administrators became responsible for problems that could be

related to a shift in cultural norms and parental attitudes. The Education for All

Handicapped Children Act of 1975 added the responsibility to principals of ensuring that

all handicapped children received a free and appropriate education in the least restrictive

environment. The 1980s brought a wave of new reform with the publication of *A Nation*

at Risk. This report commissioned by the National Commission on Excellence in

Education focused attention on the shortcomings of national educational practices and

recommended an overhaul of the system (Drake & Roe, 1999; National Commission on

Education, 1983). During this same time, Graham (1982) found the time spent on tasks

by elementary, middle, and high school principals varied based on principals'

preferences, expectations of the superintendent and community, and the amount of

administrative support being provided. These tasks provide insight into the daily rigors

of the job of a school administrator.

Current Legislative and Societal Changes

With these workloads, in 2002 educational administrators found themselves faced

with the added obligations to create and manage schools where all students can achieve to

their full potential (SAELP, 2003). From elementary to secondary, schools have been

seeking leadership to help meet the criteria set forth in the federal legislation known as

the No Child Left Behind (NCLB) Act which was signed into law, January 8, 2002, by President George W. Bush (United States Department of Education, 2006). NCLB is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA): the federal government's legislation written to impact public education in elementary and secondary levels (Swanson & Chaplin, 2003). Similar goals have been incorporated into past federal legislation, but NCLB exceeds earlier attempts by attaching high stakes to the failure of a school. The success of a school requires the most effective use of an administrator's time. This success has been measured by standardized test results; schools are held accountable through the use of student test data.

According to NCLB, each state shall develop and implement an accountability system that will ensure all Local Educational Agencies (LEAs) and schools make Adequate Yearly Progress (AYP). The success of the school in meeting AYP is ultimately traced back to the leadership within each individual school. The broad definition of AYP is that each school and each subgroup of students will meet the annual objectives determined by state and federal guidelines. The ultimate purpose of calculating AYP is to ensure that schools and LEAs are focused on the accountability goal of all students becoming proficient by 2014 (United States Department of Education, 2006). The accomplishment of these goals falls directly on the principals of the individual schools.

Along with the accomplishment of these goals of NCLB, principals have become inundated with a variety of societal problems that cannot be ignored. According to Kopkowski (2006), "More than 5 million English-language learners enrolled in public schools in the early 2000s - a greater than 65 percent jump from the previous decade" (p.

26). These students require a wide array of services to provide the quality education

mandated by current legislation. Dealing with the needs of an increasingly diverse ethnic

and racial population has changed the complexity of the school principal's job also. In

1992, the populations of school age students were 67% Caucasian, 17% African-

American, 12% Hispanic, 4% Asian or Pacific Islander and 1% American Indian/Alaska

Native. By the early 2000s, the numbers had a significantly different composition. The

number of Caucasian students had dropped to 60% of the school age population, due

mostly to the increase of Hispanic students who now amounted to 18% of the total

enrollment (Kopkowski, 2006). The changes in the characteristics of the American

family have also affected the roles of school administrators, along with the affects on the

child's achievement in school.   A standard of measure of family environment has been

the family's status for the school lunch program. Eligibility for free or reduced price

meals provides a measure of the family's poverty status. In 2005, 41% of all fourth

graders in the United States were eligible for free and reduced meals. Another important

characteristic of the family environment is the classification of the family's household

based on the number of parents or guardians. According to the National Center for

Education Statistics (NCES),

> The past 25 years have seen a decrease in the percentage of two-parent
>
> households, from 83 percent in 1976 to 68 percent in 2001. White and Hispanic
>
> children ages 5-17 in 2001 were more likely than their Black peers to be living in
>
> a two-parent household (NCES, 2006, p. 1).
>
> Furthermore, while the composition of school populations and the family

characteristics have changed, the alternatives for school choices have also expanded.

Parents can now choose to have their children home-schooled (Peoples, 2001) or can utilize the option of school vouchers for private school attendance (Kopkowski, 2006).

Additionally the increased technology skills of modern day society have resulted in an increase in the technology available in the school setting. For example,

In the early 2000s, the average school contained 136 instructional computers, and nearly 93 percent of classrooms reported having Internet access, up from 51 percent just five years earlier. Virtually every school now has some level of Internet access (Kopkowski, 2006, p.26).

The increased technology has added the responsibility of maintenance and upgrading of hardware and software to the principals' never-ending list of to-dos.

Principals' responsibilities now included the implementation of Safe Schools policies. Especially in the aftermath of the terrorist attacks of 9/11/2001, principals have been placed in the position of developing plans for homeland security to protect the student body. One Maryland secondary school is even pioneering the first homeland security curriculum (Phillips, 2006). The discussion of patriotism versus individual rights is also of consequence in schools and requires the principal's consideration (Westheimer, 2006).

Principals are now faced with the added knowledge that the number of college graduates choosing to enter the field of education has continued to shrink (Phillips, 2002). With the shrinking number of certified teaching candidates, the pool of principals who feel competent to handle all of these administrative responsibilities has also decreased in the last decade (Copland, 2001). This study will examine the range of

administrative tasks in the past decades to better understand the administrators' daily responsibilities.

Administrative Tasks

Studies of the routines by which principals utilize their time have been conducted (Blair, 2001; Campbell & Williams, 1991; Cook, 1998; Morrow, 1993). Researchers over the past decades have also examined the amount of time spent on tasks, but have limited their studies by geographic areas, gender, grade levels of the schools, or other demographic data (Balsamo, 2004; Cook, 1998; Graham, 1982; Hull, 2005; Zirkes, 1987). Blair (2001) provided more current information on the relationship between student achievement and principal time. Blair's (2001) study found a significant correlation between the amount of time principals in Texas spent on instructional leadership and management tasks and their schools ratings on the Academic Excellence Indicator System (AEIS) and the ability to meet the standards of NCLB Act.

The Association of California School Administrators (1983) developed a guide in an attempt to help school administrators develop time strategies and techniques to manage their time better, but the workload has continued to increase with each year and each new mandate. Principals continue to be trained as building managers and general administrators, but are not prepared and do not have the time needed to be instructional leaders (Cook, 1998; Drake & Roe, 1999; Marzano et al., 2005). The National Association of Secondary School Principals (NASSP) has identified nine significant areas of responsibility in which principals focus their time. These nine areas are (a) school management, (b) personnel, (c) program development, (d) student activities, (e) student behavior, (f) planning, (g) community, (h) district office, and (i) professional

development (NASSP, 1996). In addition to the NASSP study, Morrow (1993) discovered that from 1977 to 1993 there had been little change in the tasks principals believed should be demanding their time for student achievement and the tasks that actually received their time and effort.

In order to understand the obstacles that prevent administrators from being focused on the most significant tasks, one must understand the problems and challenges that face school principals on a daily basis. The State Action for Educational Leadership Project (SAELP) is a Kentucky-based initiative to investigate how principals spend their time on daily activities. SAELP has suggested an administrator is expected to do it all in an 8-hour day, then devote their evenings to the extra-curricular duties inherent to the job description (SAELP, 2003). The SAELP further found that Kentucky principals spend an average of 9 hours and 15 minutes on the job every day in order to accomplish the wide variety of tasks. These many tasks require a vast body of knowledge, attention to detail, appropriate training, and excellent communication skills. Principals are expected to lead schools that consist of diverse student populations and staff while maintaining a sense of purpose and teamwork (Blair, 2001). New responsibilities are constantly added, but responsibilities are never deleted from the list (King, 2002; SAELP, 2003; Sergiovanni, 2001). Today's administrators continue to be faced with a variety of responsibilities: attendance issues, curriculum alignment, curriculum development, professional development, teacher selection, fiscal compliance with state mandates, and dealing with disruptive students (Rayfield & Diamantes, 2004). The current focus of attention for administrators at all levels is the compliance with the mandates that have become an added area of responsibility.

This study will examine the amount of time that school principals currently spend on administrative tasks. It will seek to determine the existence of critical points in history that have had a significant impact on the tasks that an administrator performs on a daily basis. This analysis of the historical transformation of educational leadership tasks will assist in identifying critical points of change. These critical points of change have been referred to as the bifurcation points in educational administration (Goodwin, 2002). Bifurcation points are those points in time where decisions, choices, and actions can dramatically alter the entire system. These points can destroy the entire system or lead to a new way of doing things (Bifurcation Points, 2006). Thus, since new accountability measures have been mandated, there is a need to supplement the existing data with current research that relates the time that the principal spends on activities in relation to the time that was spent by administrators in the past.

<center>Statement of the Problem</center>

A principal with strong leadership skills and who focuses on creating a school climate conducive to learning has been identified as one of the most important attributes of an effective school (Gordon, 1996). The responsibilities of a school principal have evolved from one of a minor financial and maintenance position to the current position of being responsible for every child in the building becoming a successful learner (Drue, 1981; Marzano et al., 2005). Principals have acknowledged two major obstacles to performing their assigned responsibilities: the increasing complexity of the job and the lack of staff to handle the myriad of routine duties that occur in a school. These routine duties and the day-to-day needs of the school are so demanding that there is little time left for curriculum and instruction concerns (Smith & Andrews, 1989). The mandates of

<center>9</center>

accountability and testing have added a greater focus towards the areas of curriculum and instruction. Historically, the research on educational leadership has identified the numerous tasks of school principals in conjunction with the time allocated to these particular tasks. The current question is whether or not the administrators' time on tasks has changed to meet societal and legislative expectations.

<div align="center">Purpose of the Study</div>

The purpose of the study was to examine the legislative and societal developments in the United States in comparison to the changes in educational administration to determine the existence of bifurcation points of change. This study sought to determine the effect that legislative and societal changes have had on the tasks on which administrators focus their time. To understand how these legislative and societal changes have affected the function of administrators, it is necessary to study the current responsibilities and tasks of educational administrators in relation to the historical responsibilities and tasks of school leaders. This study fills the void in the literature regarding the changes in the leadership roles of school administrators in relation to the mandates of present legislation and societal expectations.   This information assists in analyzing the current time-on-task of school administrators to determine if recent events and legislative mandates of the early 2000s have become a bifurcation point in educational leadership. The time-on-task of the administrators was surveyed to determine if changes had occurred to meet the demands of the current legislative priorities and if any of the changes had a relationship to the demographic data collected on the principals and their schools. This study investigated the principals' current use of time in school leadership activities.

Conceptual Framework

The concept of organizational leadership has developed and been modified to attempt to describe the roles and activities of principals. Burns (1978) originated the concept of transformational leadership to explore how a leader will produce results beyond expectations by being focused on change. In this study, the bifurcation points of change in educational leadership were identified in order to evaluate if principals have had the vision necessary to adapt to societal changes and produce results beyond expectations. To explain the changes within organizations, Leithwood (1994) further developed the concept of transformational leadership in education based on the work of Burns (1978) and Bass and Avolio (1994). Leithwood based his composite beliefs on the model of the four I's of transformational leadership. Leithwood's four I's were posed as necessary traits for administrative leaders to meet the mandates of the ever-changing educational environment. These four I's include individual consideration, intellectual stimulation, inspirational motivation, and idealized influence (Leithwood, 1994; Marzano et al., 2005).

The basic premise is that an effective leader is shaped by a combination of these traits or behaviors (Blair, 2001). The assertion is that a transformational leader must have vision and goals to meet the ever-changing parameters of education. The conceptual framework of transformational leadership will explain whether or not the school leaders have the ability to change what they do on a daily basis, so that their schools achieve the goals established by societal and legislative mandates. The concept of transformational

leadership and adaptive behaviors for change will be further developed in the literature review to follow in Chapter 2.

<center>Research Questions</center>

In order to realize the purpose of this study, the following questions guided the research:

1. Since the 1960s, what are the major historical bifurcation points marking the changes in principals' time on task that were brought about by political and societal changes?

2. How do principals currently allocate their time on administrative tasks?

3. Are there significant relationships between selected demographic data and the current amount of time being allocated to administrative tasks?

4. Do principals perceive the legislative and societal changes in the early 2000s to have altered the amount of time allocated to administrative tasks?

5. What legislative and societal issues in the early 2000s do principals perceive as the reasons for any changes in the time allocated to tasks?

<center>Significance of the Study</center>

This study suggested the bifurcation points of educational administration and explored whether the edicts of society and legislation have significantly influenced the day-to-day performance of school administrators. The study of the past roles and the critical legislative and social bifurcation points helped determine if education is changing to meet the demands of the times, or simply maintaining the status quo. The analysis of bifurcation points will assist future policy makers and legislators in understanding the impact of their actions on the professional responsibilities of educational administrators.

In order to develop appropriate principal training programs that meet the demands of educational institutions, an analysis of the status of time management of school administrators was necessary. The analysis of how administrators are delegating their time in the new era of accountability as compared to past roles provides useful information for professional development and training. The parties responsible for professional development benefit from the statistical data by gaining more insight into the needs for related training. The higher education personnel who are responsible for developing the programs to train future principals have a better understanding of the current time constraints and the areas of responsibilities that require increased training.

This study provided critical information for school systems searching for methods of making schools more efficient by allowing the principals to delegate time to critical activities. Drake and Roe (1999) suggested that a services' coordinator might be one avenue of improving the time utilized on curriculum and instruction. The data provided by this research may determine the need for part-time help to cover some of the demanding aspects of a principal's time. Principals may need to be trained in the delegation of tasks and other time management skills. The awareness of the time on task issues will assist administrators in performing a self-analysis and developing an improvement plan for their own delegation of time. Some school systems are opening the discussion to the reduction of paperwork required by the central office and redefining roles of the central administration (Drake & Roe, 1999). The results of this study will assist the leaders of school systems and policy makers in prioritizing changes to support principals in improving student achievement.

Limitations

This study is limited in that principals are expected to be able to determine the amount of time that has been spent on the multitude of tasks in which they are involved on a daily basis. The researcher recognizes that many activities are so instinctively and efficiently accomplished, the reporting of time may not be accurate. Self-reporting is a concern when requesting respondents to answer honestly. In addition, there are activities that may occur more at certain times of the school year and the timing of this study may have coincided with certain of these activities. The subjects responding to this study may inadvertently misrepresent the true picture of overall school functions because the principals are focused on current responsibilities. The employment of an assistant principal may also bias the information being provided by the principal. The length of tenure of the principal is also a limiting factor. The length of tenure would affect the amount of time the principal may have been able to build teams and relationships. This team building will have an effect on his ability to delegate responsibilities to others or focus his time on accomplishing the tasks independently.

The review of literature to determine the existence of bifurcation points in relation to administrative changes is based on the researcher's ability to assimilate the information. The variability in the different literature sources being utilized may raise questions over the conclusions that are made in relation to the bifurcation points in educational administration.

Delimitations

The following delimitations have been identified for this study. In view of the fact that the majority of private schools are not under the regulations of NCLB, the principals

14

included in this study will be limited to ones who are employed in public schools.

Administrators in the states located in the Southern Regional Educational Board (SREB) will be surveyed. These 16 states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The SREB states were selected due to the commonalities in the goals established by the SREB's *Challenge to Lead* (SREB, 2006). This study was limited to full time principals and did not survey assistant principals. The principals considered in this research have served in their current administrative position for a minimum of three years.

<div align="center">Assumptions</div>

This study was based on the following assumptions:

1. The principals' perceptions of activities and times are reasonably accurate.

2. The principals' understanding of the defined terms of the study are congruent with the researcher's understanding of the defined terms.

3. The principals are working diligently at all aspects required in their position.

4. The principals in the study are representative of the larger population of administrators.

5. Responses obtained in the survey approach in gathering information are honestly reported by the respondents.

<div align="center">Definitions</div>

The following operational definitions were utilized in this study.

<u>Demographic Data</u> - The response of the participant as measured by the *McPeake*

Time Analysis Survey (Appendix A) of the gender of the principal, size of the school

population, level of the school, socio-economic status of the school, and location of

the school.

Levels of Schools- The response of the participant as indicated on the *McPeake*

Time Analysis Survey of Principals:

> **High School** – contains a 12th grade class,

> **Middle School** – does not meet the definition of an elementary school and
>
> contains a grade 8 but does not contain grade 12, or

> **Elementary School** – may include grades K – 4 but does not contain grade 8 or
>
> higher. (WV Dept. of Ed., 2006).

The effect of the Legislative and Societal Changes in the 2000s - The response of

the participant as measured by *the McPeake Time Analysis Survey of Principals* on

the perceived effect on time spent after the passage of No Child Left Behind Act,

passed in 2001, and other societal and legislative changes in the early 2000s.

Time Spent on Tasks- The response of the participant on the amount of time,

expressed in hours per week, allocated to the task areas as measured by the *McPeake*

Time Analysis Survey. The nine task areas that have been identified are: (a) school

management, (b) personnel, (c) program development, (d) student activities, (e)

student behavior, (f) planning, (g) community, (h) district office, and (i) professional

development (NASSP, 1996). To clarify the task areas, the following definitions

have been developed utilizing the definitions of Murphy (1983). These definitions

will be explained in the survey to assist principals in classifying their time on task.

(a) **School management** – Time reported by the respondent spent on office responsibilities, building maintenance, and budget finance.

(b) **Personnel** – Time reported by the respondent spent on supervision, evaluations, staff development discussions, and grievances.

(c) **Program development**- Time reported by the respondent spent on scheduling planning, demonstration teaching, selecting materials, testing/evaluation, and lesson plans.

(d) **Student activities**- Time reported by the respondent spent on athletics, supervision (lunch, yard, bus), programs, plays, and field trips.

(e) **Student behavior**- Time reported by the respondent spent on discipline, parent conferences, informal visits, and counseling.

(f) **Planning**- Time reported by the respondent spent on county and district planning sessions, department meetings, and curriculum meetings.

(g) **Community relations**- Time reported by the respondent spent on civic organizations, media, discussions, Parent Teacher Association (PTA) meetings, and parent groups.

(h) **District office**- Time reported by the respondent spent on District meetings, meetings with supervisors, and principal meetings.

(i) **Professional development**-   Time reported by the respondent spent on conferences, self-improvement planning, and professional readings.

Chapter Two

Review of the Literature

Introduction

This chapter includes a review of the literature pertinent to the amount of time principals spend on school related tasks. The review of literature includes suggested bifurcation points in educational leadership in relation to legislative and societal changes. The current emphasis on increased student performance has led to additional responsibilities being placed on the over-worked school principals. It is important to research the way that principals currently spend their time on daily tasks and responsibilities. An examination of the type of tasks and the amount of time spent reveals the historical expansion of the roles of school administrators. The amount of time was reported in different units of measurement in many of the studies, but for the purpose of comparison, the researcher has converted to percents wherever feasible.

The following review of literature includes a discussion of transformational leadership, the historical developments in educational administration in relation to time on tasks, and the pertinent studies related to the types of tasks and the time that principals have been found to spend on these tasks.

The Changes in the Principalship from the 1920s to the 1950s

The review of the historical literature begins with the 1920s period since the National Education Association (NEA) established the Department of Elementary School Principals and the Department of Secondary School Principals during this decade (Beck & Murphy, 1993). The literature from the 1920s through 1950s contains many insights into the revolving roles of school administrators. Actual records of how administrators

dedicated their time are scarce and mostly anecdotal. In the late 1930s and 1940s, some

of education's most prestigious and influential organizations conducted studies which

were followed by a variety of reports that expanded on the philosophy advocated by the

Commission on Reorganization of Secondary Education (Drake & Roe, 1999). The

Commission's key report, *Cardinal Principles of Secondary Education* (1928), stressed

that the basic principles of school were: (a) health, (b) command of the fundamental

processes, (c) home membership, (d) vocation, (e) citizenship, (f) appropriate use of

leisure time, and (g) ethical character.

Beck and Murphy (1993) confirmed that these objectives became part of the

principals' responsibilities from the use of the metaphors in the pertinent literature of this

time. They explained, "The metaphors of the twenties suggest that principals are

expected to link their schools with spiritual and social values and with principles of

scientific management" (p. 31). Beck and Murphy suggested in the 1930s the focus of

school administrators shifted to fascination with the principles of business and the

application of business theories to education. Tyack and Hansot (1982) furthered this

opinion by examining surveys where administrators were judged by checklists. These

checklists and concrete figures were used to determine how successfully the principals

were running their school.

America's view of itself as a world power was shaken to the core when the

devastating attack on Pearl Harbor happened on December 7, 1941 (Rutherford, 1998).

The role of the school administrator is described repeatedly as the "democratic" leader in

the 1940s literature reviewed by Beck and Murphy (1993). The demands of World War

II and the post-war society's expectations set the stage for what should be provided to the

students by the educational institutions. According to Beck and Murphy, the principal became viewed as the school's leader on the home front. The social purpose of the school came to the forefront as a main objective to be accomplished. The principal's' role expanded to curriculum developer, group leader and coordinator, supervisor, and public relations representative within the community.

As educational leaders moved into the 1950s, the system's expectations continued to expand and shift. One report during this time that seemed to set the stage for the functions of administrators was the Moral and Spiritual Values in Public Schools (1951). Beck and Murphy (1993), after studying the metaphors in educational administrative literature of the 1950s, found a wide variety of descriptors for the roles and responsibilities of the building level principal. The principal's relationship with the teachers is described as the supportive academician, but the theme of the principal as a manager also emerges. This manager oversees classroom activities in great detail, performs as the office photographer, and develops special reading programs.

With these many roles, principals were ill prepared for the next addition of responsibilities. The 1954 Court decision in *Brown vs. Board of Education* stated, "No state shall deprive any person of life, liberty, or property without due process of the law" referred specifically to the racial segregation that had become the norm for American school systems. The effect on principals was an immediate change in the population that was to be served by their schools (Beck & Murphy, 1993). The *Brown vs. Board of Education* decision initiated social transformation and educational reform, while becoming the catalyst for the modern day Civil Rights Movement (Brown Foundation, 2006).

Only 16 years after the Pearl Harbor attack, another world event seemed to challenge the value of the American educational system. The Soviet Union successfully launched the spacecraft, Sputnik, on October 5, 1957. According to Rutherford (1998), the finger of blame pointed directly at the schools. The post-Sputnik concerns were curricular, focused on what was being taught and how. The impact of analyzing and implementing change fell upon the school administrators. The science and mathematics curriculum became the immediate area of concern. The launching of Sputnik convinced many Americans that their schools were deficient and put an end to the progressive education movement (Schugurensky, 2006).

> Thus in the 1950s, the principalship is in what might be called a transitional phase in terms of role definitions. Women and men in positions of school leadership are receiving messages concerning their roles and functions from a number of quarters, and they seem to be wavering between taking highly theoretical perspectives on their work and dwelling on the mundane issues of practice (Beck & Murphy, 1993, p. 86).

The 1960s

Legislative and Societal Impacts. During the 1960s, American society went through a turbulent period of unrest, protests, and rebellion (Tyack & Hansot, 1982). In many cases, the protests against the Vietnam War and other civil injustices took place on college campuses. The assassinations of Malcolm X, Martin Luther King, and President John F. Kennedy are major events that marked the turbulence of the 1960s (International Information Programs, 2005). School systems also were affected by the events that occurred in the "social revolution" that occurred during these years. The 1960s launched

a period in education that has been referred to as the Modern Period of American

Education (History of American Education Web Project, 2006). Goodwin (2002) stated

"The civil rights movement and other protest movement of the 1960s became forces of

change in public education, and both schools and society reached a bifurcation point that

led to conflict and change" (p. 43).

At about the same time that the Civil Rights Movement was causing upheaval and

change in the school environment, the New York Board of Regents' mandate to enforce

school prayer was being questioned in the US Supreme Court. In 1962, the Court held in

the *Engel vs. Vitale* decision, that the idea of the state mandating prayer in schools was

contrary to the First Amendment's ban against the establishment of religion. A staple of

the opening of the regular school day was forever changed and principals were obligated

with the responsibility of ensuring that the Supreme Court ruling was not violated

(Schugurensky, 2006).

The Civil Rights Movement, along with public opinion, initiated more landmark

legislation to be passed by the US Congress in the 1960s (Drake & Roe, 1999). Title IV

of the Civil Rights Act of 1964 bars discrimination based on race, color, or national

origin. This Act reinforced what the Supreme Court had previously ruled. The

Elementary and Secondary School Act (ESEA) of 1965 was another program that

resulted from the Civil Rights Movement. The ESEA increased federal financial

involvement in local education and was a response to the social changes that were already

occurring in the United States. ESEA made funds available to local schools to meet the

needs of culturally deprived children in public and private schools. The Act directly

related to President Johnson's "War on Poverty," which provided for special programs

for children in low-income families. The $1 billion that was immediately provided to school systems was to be used to improve the education of the economically disadvantaged children (Bayliss-Heerschop, 2004).

Beck and Murphy (1993) in the review of the 1960s literature made note of several interesting metaphors that were utilized to describe the roles of principals. The principal was viewed as a member of the well-developed educational bureaucracy. The principal was the protector of the bureaucracy and was expected to be scientific in his approach to the management of the school. School principals of the 1960s devoted most of their time to student discipline, scheduling, building maintenance, busing, reports and extracurricular activities (Pulliam, 1991). This devotion of their time to the wide range of duties was to be monitored by several studies.

Time and Tasks of the 60s. Nutto (1960) studied the duties of elementary principals in New Jersey to determine if the principals' duties were the same in theory and practice. The researcher stated that by becoming familiar with the routine services of a school administrator, a beginning principal could more efficiently dispense their time. Nutto found these New Jersey elementary principals in1960 were spending their time as follows: supervision (25%), pupil personnel (21%), community relations (11%), administration (28%), clerical work (8%), miscellaneous (6%), teaching (0.5%), and other duties (1%). Nutto referred to the recommended amount of time that principals should be spending on tasks, according to the Twenty- Seventh Yearbook of the Department of Elementary School Principals (cited by Nutto, 1960). Nutto stated the recommendations are: supervision (37%), pupil personnel (17%), community relations (11%), administration (24%), clerical work (3.5%), miscellaneous (4%), teaching (2.6%),

23

and other duties (0 %.). Nutto continued with "The most striking combinations of statistics belong in the area of supervision, clerical work, and teaching. Here we find that Newark administrators must spend 2.3 times more hours on clerical work than in the perfect situation" (p. 91).

Haddock (1961) performed a study of the time utilization of Oregon elementary principals. He surveyed only principals in schools with grade levels kindergarten through sixth grade and used large districts within a one county area. Haddock developed his own five categories of activities for the purpose of this study. The activities were: (a) Teacher supervision and improvement of instruction, (b) Maintenance of good relations between home and school, (c) Working directly with students, (d) Supervision of building, supplies, and equipment, and (e) Professional self-improvement. Haddock found that principals reported a total time on the job of 38.25 hours, including lunch and informal conversations. Areas that reported total time on tasks were: 8.5 hours on classroom visitations (22.2%), 5.3 hours on maintenance of good relations between home and school (13.9%), 5 hours working directly with students (13.1%), and 2.75 hours on clerical duties (7.2%). One interesting note was that the principals reported no time supervising students in the cafeteria since students were close enough to go home during lunch.

The National Association of Secondary Principals conducted a study of the senior high principals and the conditions of their jobs (Hemphill, Richards, & Peterson, 1965). Hemphill et al. (1965) analyzed the data obtained from this national study. The length of the principal's workweek was one area of consideration. The median amount of time on the job for a senior high principal was about 54 hours. The data suggested that principals

at larger and urban schools worked longer hours. The administrators were asked to designate the approximate percent of time they spent on a variety of activities. Administrative planning was the most time consuming activity, with 24% reporting more than 13% of their time was consumed by this planning. This planning activity was followed by (a) meetings with students on matters other than discipline (60% spent one to six percent of their time), (b) work with individual teachers to improve their classroom skills (56% spent one to six percent of their time), (c) meeting with teachers on curriculum issues (63% spent one to six percent of their time), and (d) correspondence (64% spent one to six percent of their time). Major problems that were reported by the principals were the variation in the ability and dedication of teachers, insufficient physical facilities, and insufficient time to handle all the details of the position.

Rock and Hemphill (1966) evaluated the data obtained from a survey of junior-high school principals done as another special project for the NASSP. The median workweek was 50-54 hours with two-year and/or rural school principals working fewer hours. The principals were questioned on the percent of time that they spent on a variety of tasks. This review of the literature will report on the largest percent of principals who designated the same amount of time spent. In the area of administrative planning with a supervisor, 50% of the principals reported only spending one to three percent of their time. Meeting with groups of teachers was reported by 44% of the principals to require one to three percent of their time. On meeting with students on disciplinary issues, 43% of the principals reported spending one to three percent of their time in this activity. Working with individual teachers required 34% of the principals to dedicate four to six percent of their time to help teachers improve their instruction. While 43% of the

principals spent one to three percent of their time on extracurricular activities, 14%

reported no time spent on these activities at all.

The National Education Association (1968) undertook an analysis of the time

spent on major job functions of elementary school administrators. Principals at this time

reported that they spent 30% of their time on administration, 30% on supervision, 14% on

clerical work, 4% on teaching, and 7% on community work and self-improvement

activities. The principals reported that community work and public relations were the

areas of responsibility that required more time than in previous years. The principals also

stated that clerical work required time that they could have spent on curricular related

matters. Curriculum development required 8% of their time and in the survey was

separated out from other task areas to emphasize and distinguish the differences since the

1958 study. The NEA reported that 60% of the elementary principals reported spending

42-53 hours per week in school and school-related activities, along with 5% indicating

that they spent more than 66 hours per week in school and school-related activities.

Concerns for principals of this time period were the trends of increasing mobility of

families and the "nourished attitudes of rebellion against necessarily orderly methods of

school management and instruction" (p. 151).

The 1970s

Legislative and Societal Impacts. Beck and Murphy (1993) cited many

metaphors concerning the principals of the 1970s. The principal was described as a

community leader, imparter of meaning, facilitator of positive relations, interpersonal

facilitator, resource allocator, and child advocate. With all of these responsibilities,

principals were constantly encouraged to utilize their humanistic side to resolve conflicts between student, parents, and staff.

The *Education for all Handicapped Children Act of 1975* required each state to provide a detailed plan for assuring all children with disabilities receive an appropriate education (Drake & Roe, 1999; Payne, 2004). The legislation was intended to improve the educational opportunities for handicapped children and adults by utilizing the principle of "least restrictive environment." The principal became responsible for monitoring the teachers involved in the special education process and in the development of the Individualized Education Plan for any special education students in their building. The principal was also designated as a critical part of the interdisciplinary team that was to develop the plans to meet the special education children's needs (Pulliam, 1991).

Gorton and McIntyre (1978), as a preface to their study of 60 effective principals and their time on tasks, stated:

> The nature of the principalship surely has changed during the past decade in response to the many forces acting upon high schools in the late 1960s and early 1970s. Certainly, the emergence of professional negotiations, of court decisions on student affairs, and on desegregation, and the constantly shifting priorities of the public for schools presaged a different principalship in the late 1970s than existed in the mid 1960s (p. V).

***Time and Tasks of the 70s*.**   The Georgia State Department of Education (1974) surveyed three elementary principals, two middle school principals, and one high school principal to determine the amount of time on task. The mean percents of time being spent were: curriculum and instruction (2%), staff personnel (18%), student personnel

(21%), support management (16%), school-community interface (8%), fiscal

management (2%), system wide policies and operations (7%), miscellaneous (12%), and

unclassified (13%). An interesting finding was that the time spent varied little for

principals in each level of schooling.

Johnston (1974) evaluated the time on task of principals in year round schools,

and asked them to compare their time on task in the Year Round Environment (YRE) to

the time they spent when they were principals in a traditional environment. The YRE

principal reported increased time in all six administrative areas. These principals asserted

that this situation had occurred because they had not been given extra administrative

support when they converted to an YRE. The greater time devotion was in the two areas

of business management and non-instructional tasks. According to Johnson (1974), "the

most significant increases in time spent by the YRE principals have been in the area of

Principal's Professional Growth and in the area of Pupil and Parent Concerns" (p. 59).

In 1977, the National Association of Secondary School Principals (NASSP)

conducted a study to survey their membership on the amount of time that they were

spending on tasks considered pertinent to the position. Using this data, Byrne, Hines, and

McCleary (1978) listed nine areas of responsibility that were critical to role of a building

principal. This study indicated 83% of high school principals spent over 50 hours per

week on their job. The principals were asked to rank order these nine areas as to how

they actually spent their time and how they should spend their time. Their time was

dedicated to the areas in the following order: (a) school management, (b) personnel

relations, (c) student activities, (d) student behavior, (e) program development, (f) district

office, (g) planning, (h) community relations, and (i) professional development.

Gorton and McIntyre (1978) completed another 1970s study on time and task analysis that included an interview component to survey senior high principals and "significant others" which included students, teachers, and parents. Sixty effective principals participated in on-site interviews to provide more detail on the daily schedule and characteristics of an effective secondary principal.

The survey questions concerned the time that the principal spent on the job and the priorities. The typical principal responded that he spent an average of 9½ hours on the job, which began at 7:30 a.m. and ended around 5:00 p.m. These principals also reported spending at least 3 nights a week on school business. This study, as many others during this period did not determine the actual amount of time spent on specific tasks. The respondents were asked to rank order from 1-9 how they had spent their time in the previous school year. The number one area requiring a principal's time was the area of school management. The second area was personnel. Principals also responded that they believed these two areas should receive the largest amount of time allocation. The remainders of the categories in the order of time required were: program development, student activities, student behavior, planning, community relations, district office, and professional development.

The principals in their interviews agreed that even though school management required the most time, it should have only been ranked at a level three out of the nine in the areas that required their time. Since the areas of school management and student behavior required more time than principals preferred, Gorton and McIntyre (1978) surveyed the principals for the possible reasons for the time allocations to these areas. The principals responded that the following factors were having an influence: lack of

29

administrative staff, emergencies, discipline problems, the need to be visible, and immediate needs of people in the building.

Another study completed by Pharis and Zakariya (1979) examined the state of elementary school principals. Although a specific time on task analysis was not completed, the survey did examine the problems that were being faced by elementary principals in the late 1970s. The study was in the fifth of its type to be done in cooperation with the National Association of Elementary School Principals (NAESP). The preface makes note that "the five studies reflect not only the changing status of the elementary school principal, but also the changing concerns of those who occupy the position" (p. xiii). Principals were asked to identify the main problem areas that they were faced with in their school. A selection of 33 problem areas were listed for them to rate as "serious problem," "problem," or "little or no problem." The two major problems identified by 53% of the principals as serious problems or problems were (1) Dismissing incompetent staff and (2) managing student behavior. The problem areas that followed were declining enrollment (50.5%), staff reductions and evaluating teachers (44.7%), and vandalism by school age outsiders and pupil absenteeism (43.8%). Of less significance as problems, but still listed by more than 25% of the principals were pupils' disregard for authority, declining test scores, dealing with teacher due process, and staff morale. Even in the 1970s, the concerns over test scores were beginning to be recognized as problem areas for 32.1% of the elementary principals.

The 1980s

Legislative and Societal Impacts. In the early 1980s, major concerns over dropouts, poor test scores, and illiteracy became the focus of public attention (Morrow,

1993). On August 26, 1981, the National Commission on Excellence in Education was created to investigate the quality of education in the United States (The National Commission on Excellence in Education, 1983). This Commission was responsible for the publication of *A Nation at Risk*. Doud (1989) summarized the transition into the 1980s with "And then along came the tidal wave of educational reform, beginning with the publication of *A Nation at Risk* in 1983. Suddenly a harsh spotlight focused on our schools. Change became the order of the day." (p. xi) The National Center for Educational Statistics (NCES) (2001) reported that the publication of *A Nation at Risk* in 1983 (National Commission on Excellence in Education, 1983) catalyzed widespread school improvement initiatives in the 1980s.

The *Nation at Risk* (1983) report concentrated mainly on secondary education. Secondary school curricula were found no longer to have a central purpose that unified all subjects. Other findings included that some 23 million Americans were functionally illiterate, American students spent much less time on school work than students in other countries, and the process of education was not working in its current design. As a method to increase the results of the system, five new basics were added to the curriculum of secondary schools. These basics included four years of English, three years of mathematics, three years of science, three years of social studies, and half a year of computer science. The report even went into detail by suggesting the standards of what should be taught in these recommended new basics (National Commission on Excellence in Education, 1983; Scherer, 2004). Principals again found new regulations for which they were responsible for monitoring the progress in their building.

The 1980s have been referred to as the "Me! Me! Me! Generation" with double-

digit inflation raging and President Ronald Reagan declaring a "War on Drugs." This

societal atmosphere explains many of the issues that schools of the 1980s were facing.

Toward the end of the decade, President George Bush called for a kinder, gentler nation

and rallied the nation to become involved in volunteerism and charitable organization.

American education continued to be assaulted by budget costs and cries for a return to the

basics for public school students (Whitely, 2006). Educational administrators accepted

many of the ideas espoused by big business, such as respecting individual workers and

rewarding unusual efforts by ordinary people. The themes of accountability, positive

organizational climate, and management of change for excellence became the order of the

day (Pulliam, 1991). Smith and Andrews (1989) emphasized that a good principal would

create a climate of high expectations for the school and would strive to model those

expectations.

Beck and Murphy (1993) examined the literature of this period for a change in the

metaphors used to describe the roles and responsibilities of the school administrator. An

interesting trend was the movement back to metaphors that had been used for principals

in the early part of the century. "Establishing and cultivating a mission" gives the

impression of the return to the early 1900s religious imagery that was the normal

descriptor of the first school administrators.

Time and Tasks of the 80s. Lehman (1980) shadowed four Indiana elementary

principals for a total of two days to collect information on how effective principals spent

their school day. These principals were selected as effective administrators by a jury of

school superintendents. All of the actions of the principals were documented on a tape

recorder and then analyzed relative to the type of tasks and the amount of time spent on

the tasks. Directing and supervising curriculum and instruction consumed 32% of the day, while 25% of the day was used in the area of student personnel, with an emphasis on student discipline and behavior. The remainder of the time was allocated to staff personnel (15%), building management (7%), community relations (4%), and personal affairs (17%).

Howell (1981) surveyed 14 middle/high school principals from school districts represented in the Arkansas-Oklahoma Consortium for the Emerging Adolescent. The participants were required to indicate their major activity in blocks of 15-minute periods from 8:00 a.m. to 5:00 p.m. This phase, referred to as Phase One, was the feasibility study to test the relevance of the items and was administered during a Friday in April. The following percents of time on tasks were discovered: paperwork (33.3%), parent conferences (13.5%), personnel conferences (13.5%), discipline (9.9%), scheduling (9.9%), cafeteria (9.9%), supervision (7.4%), and instructional leadership (2.6%). Howell contended that the disproportionate amount of time spent on instructional leadership might have been due to the timing of the survey on a Friday in April.

This led to Phase Two of the Howell (1981) study that utilized 61 principals in middle/junior high schools in the same Consortium as Phase One. The administrators were asked to complete the forms on five days over a one-month period, rotating to a different day each week. Phase Three was a national study that included all school levels of the principalship. A sample of 163 elementary, middle/junior, and senior high administrators with a variety of student populations were represented. The outcome of Phase Two and Phase Three provided very similar results. The cumulative time on task of both phases yielded the following percents: office responsibility (32%),

faculty/community relations (25%), students (21%), curriculum (14%), and professional development (7%).

Phase Three of the Howell (1981) study presented many details comparing the amount of time on task that was spent by the different levels of administrators. Table 1 illustrates the percent of time that each level of administrator designates to each category of tasks. Howell asserted, "It appears evident that the bonds attaching principals to the office are growing stronger and stronger" (p. 334).

Table 1

Percent Comparisons of Time Reported by School Principals in Literature

Role	Elementary	Middle/Junior	Senior High
Instructional Leadership	30	25	20
Office Responsibilities	40	45	30
Community Relations	5	0	5
Student Relations	10	10	20
Extracurricular Supervision	5	5	10
Personal/Professional Development	5	5	5
Faculty Relations	5	10	10

This concept of the principals' attachment to the office in the 1980s was further investigated in relationship to student achievement. Graham (1982) studied 68 elementary principals in Mississippi to determine their time on tasks over a five-day period. The mean total time on tasks for the group of principals, who worked for an appointed superintendent, rather than an elected one, was 41.46 hours. The cumulative time on task for specific categories yielded the following percents: office responsibility

(23.1%), faculty relations (24.1%), community relations (6.0%), student relations (15.7%), curriculum leadership (10.3%), extracurricular supervision (10.6%), and personal/professional development (7.3%). Graham noted that there was not a statistically significant correlation between administrative experience or the level of the administrator's education and the amount of time allocated to tasks.

Elementary principals were studied again in 1984 to examine the estimate of time allocation to five functional task areas (Korporaal, 1984). Principals in Los Angeles, CA, were questioned by survey, along with a random sample of ten principals being observed on site. The results revealed that principals spent most of their time on short-duration, high frequency activities. The principals who participated in the actual observations were found to spend 33.8% of their time on tasks related to general administration. The remainder of their time was found to be divided as follows: 19.3% in community-school relations, 18.6% in staff relations, 17.3% in curriculum and instruction and 10.9% in pupil personnel services. Significant differences were obtained when estimated time was compared with respect to gender of the principal, the size of the certified staff, and the age of principal.

Hall (1986) surveyed the principals and superintendents in Maine in the spring of 1986. High school principals were excluded because the researcher asserted the departmental nature of high schools might confound the issue of time. Administrators were asked to indicate the amount of time spent on 41 tasks commonly associated with administrative functions. A forced choice process was used where the descriptions included: "0=Not part of my job," "1=Rarely," "2=Occasionally," "3=Frequently," and "4=Routinely." The following categories were reported between frequent or routine

activities: attending school board meetings (3.3), meeting with teachers (3.8), meeting with individual students (3.5), managing the office (3.5), visiting classrooms (3.3), supervising and evaluating teachers (3.5), preparing reports (3.3), gathering information (3.2), and attending student functions (3.2), planning curriculum (3.2), and planning and monitoring budget (3.6). Interestingly, Carr found the supervision of extra-curricular activities required the least amount of time falling in the range of an occasional activity (1.77).

Zirkes (1987), a New York high school principal, did a one-year qualitative self-study. His self-study was coordinated with studies done by Mintz and Bayersdorfer, an elementary principal and middle school assistant principal. The high school data were as follows: staff supervision (28%), pupil supervision (18%), documentation (14%), curriculum (5.8%), professional interactions (2.8%), community relations (10.8%), facilities (5.8%), operations (8.6%), and staff relations (5.4%). Zirkes also surveyed his own staff concerning the amount of time he spent on task and found that his perception differed from the staff's on four of the nine categories studied. Over the ten-month period, the elementary principal, Mintz, reported the following time on task: staff supervision (23.5%), pupil supervision (19.3%), documentation (9.1%), curriculum (9.9%), professional interactions (8.5%), community relations (6.2%), facilities (2.0%), operations (17.4%), and staff relations (5.2%). The middle school assistant principal, Bayersdorfer, monitored the activities of his principal and found the following time on tasks: staff supervision (13.4%), pupil supervision (24.9%), documentation (7.7%), curriculum (21.0%), professional interactions (8.5%), community relations (7.1%),

facilities (2.3%), operations (12.0%), and staff relations (3.4%). Zirkes concluded from the data: (a) duties of the principalship varied according to grade level, (b) duties are related to the amount of administrative support provided, and (c) amount of time spent on after school activities varied according to the time of the school year.

Doud (1989) published the *K-8 Principal in 1988*. This comprehensive national analysis of the duties and demographics of elementary principals was sponsored by the National Association of Elementary School Principals (NAESP). The eight-page survey was mailed to 2,414 principals with a 34.5% return rate. The data provided a national picture of the status of elementary principals, along with valuable information on the personal characteristics of these administrators. Many questions concerning the time use of the 1980s administrators were answered in this survey. This survey discovered the number of hours that principals spend at their building in all school-related activities was an average of 51 hours per week.

In the previous 60 years of NAESP studies, no attempts were made to determine the actual categories of activities where principals were spending their time. However, this 1988 study (Doud, 1989) did determine that principals spent their time in the following categories: supervision/evaluation of teachers (25%), supervision/evaluation of non-teaching staff (6%), curriculum development (11%), discipline/student management (17%), student evaluation/placement (6%), parent/community contacts (9%), facilities management (8%), budget administration (6%), duties assigned by the central office (9%), and other (2%). Doud contended that the variation in the amount of time spent within each category was based on the years of experience of the administrator. In addition, for the first time ever, principals reported being employed 11

or more months with the mean number of days worked at 217.

The secondary school principals were surveyed by their national association in 1988 also. Pellicer, Anderson, Keefe, Kelley, and McCleary (1988) concluded that more than one-half of the principals spent a minimum of 55 hours per week on job related activities. They also note that during the last two decades, the percentage of principals who work fewer than 50 hours per week has decreased from 17% to 14%. The principals were asked to rank order 9 responsibilities in order of the amount of time spent on the task. A rank of "1" indicated the greatest amount of time, while a rank of "9" indicated the least amount of time was spent on the task. The mean ranking of the principals was: (1) school management, (2) personnel, (3) student activities, (4) program development, (5) student behavior, (6) district office, (7) community, (8) planning, and (9) professional development.

Smith and Andrew (1989) determined the amount of time spent by elementary principals in the state of Washington. These principals were asked to estimate the amount of time spent in four specific areas. These principals reported spending 49% of their time in the area of educational programming. After that task area, 23% of their time was dedicated to building and district activities, 20% to student services, and 8% to school and community relations.

Pavan and Reid (1990) surveyed principals in 1988 in an attempt to better understand urban elementary school principals in Philadelphia, PA. Eighteen elementary principals in Title I schools were selected because these schools and administrators had been involved in a Priority I improvement plans since 1983. Priority One improvement plans were developed for schools that were in need of improvement on the state standards

38

of achievement. The five most effective schools were selected for the sample. The principals completed the survey during the week of May 2-6, 1988, by indicating which activity utilized the most time during 30-minute intervals. A semi-structured interview was performed during the months of June and July, 1988. The follow-up interview provided more detail on the activities that had been documented in the survey and more detail on the school culture. The socio-economic statuses ranged from 45% to 76% percent of the children in the selected schools were receiving aid for the dependent children, a descriptor of the socio-economic status of the school. The categories of activities and percents of time based on the average of 45.75 hours were: faculty relations (35%), office responsibilities (14.2%), student relations (21.9%), community relations (2.7%), personal/professional development (10.9%), curriculum leadership (5.5%), and extra-curricular supervision (9.8%). Pavan and Reid stated, "Findings indicate that most principals have internalized the norm of high expectations for their students and teachers, and were least concerned with behaviors related to maintaining order." (p.19).

The 1990s

*Legislative and Societal Impacts***.** To understand the changes that may have occurred in education in the 1990s, insight is provided from the NCES (2001) summary of areas of concern for principals during this time. For the 1993-94 survey, public and private elementary principals identified poverty and lack of parent involvement as serious problems in their schools. For public secondary schools, lack of parent involvement ranked first as the most serious problem, followed closely by student apathy, poverty, and

student use of alcohol. These societal problems compounded the already complicated daily job of principals.

To continue to complicate the daily rigors of the principalship, information technology was being implemented by many school systems (Cremin, 1990; Telem & Buvitski, 1995). Management responsibilities had continued to increase, along with the expectations that education must be accessible to all students. Education for the majority had become the norm in this decade and according to some critics, resulted in mediocrity as the standard (Cremin, 1990). Other issues that became prevalent in the 1990s were school choice, declining test scores, and unsatisfied employers of graduates (Bainbridge, 1990).

Beck and Murphy (1993) suggested that the metaphors that were being applied to principals in the 1990s reflected the second wave of educational reform-the restructuring movement. This reform is based on the belief that the United States had lost its place as the leader in the world economy. Beck and Murphy (1993) contended that certain conditions during this time have had the most profound effect on education. The three conditions or trends were: "the perceived crisis in the economy, the changing nature of the social fabric of society, and the evolution from an industrial to a post-industrial society" (p. 179). Educators were being asked to educate more and more types of students successfully, but also the definition of success had been dramatically expanded (Beck & Murphy, 1993; Smith, 1989).

Time and Tasks of the 90s. Morrow (1993) surveyed 150 Missouri secondary school principals to determine the amount of time that they spent time on nine tasks. The results were rank ordered from one- to- nine according to which tasks required the most

40

time. The tasks in order of time spent were: (a) school management, (b) student activities, (c) student behavior, (d) personnel, (e) program development, (f) district office, (g) community, (h) planning, and (i) professional development. The survey instrument utilized by Morrow was based on the 1977 study conducted by the NASSP that was mentioned in the previous section on the 1970s task analysis.

The NASSP surveyed leaders in middle level education in 1992 to determine the status of the administrators and their schools (Valentine, Clark, Irvin, Keefe, & Melton, 1993). Eighty-eight percent of the middle level principals reported working an average of more than 50 hours in a typical week. This survey indicated that the self –reported number of work hours had increased significantly since the surveys in 1966-1981. Twice as many principals reported spending 60-69 hours per week on the job and three times as many reporting 70 or more hours. The principals were asked to rank order 9 responsibilities in order of the amount of time spent on the task. A rank of "1" indicated the greatest amount of time, while a rank of "9" indicated the least amount of time was spent on the task. The mean ranking of the principals was: (1) school management, (2) personnel, (3) student behavior, (4) student activities, (5) program development, (6) district office, (7) planning, (8) community, and (9) professional development.

Booth, Bradley, Flick, Keough, and Kirk (1994) participated in a study cosponsored by The Executive Educator and Xavier University. Over 6000 school administrators from all 50 states were mailed a survey to complete on the time being spent on a variety of tasks. Fifty-one percent of the principals reported working between 50 and 60 hours, while another 29% worked over 60 hours per week. In other words, 95.3% of those principals who worked more than 50 hours were high school principals.

41

At the high school level, 62% percent of the principals reported spending more time to simply maintain the school's programs than the time that was spent five years ago. Additionally, 71% of all principals reporting more time on paperwork than was spent five years ago. Booth et al. (1994) recommended that school systems build on the positive attitudes of building principals to find creative solutions to the problems.

Changing the role of the principalship was the focus of the Chicago School Reform Act. Ford and Bennett (1994) studied the effect of this act on principals in Chicago's urban school districts. Principals who in the past had made decisions with faculty members and central office staff were now required to make decisions in collaboration with parent dominated Local School Councils (LSCs). The study was done by interviewing a small number of Chicago principals and by employing a system wide survey to explore the changing aspects of the principalship. More than half of the principals who were surveyed reported that they were spending more time on school management and almost 40% reported spending more time on Central and district office functions. On average, the principals reported spending more than 10 hours per week on each of the following task areas: school management, community relations, district office, student activities, and instructional leadership. Principals indicated that they were working on average 60 hours per week, but were still not addressing their most critical concern, instructional leadership for improvement. Principals mentioned that the most frustrating aspects of their job were paperwork demands (34%), not enough time (21%), community politics (12%), and incompetent or uncaring teachers (7%).

Gaziel (1995) studied the work patterns of principals in high- and average-achieving Israeli elementary schools. His study relied on field observation, description

and an analysis of the job behavior of practicing principals. The sample of 10 elementary principals, five from high-performing and five from average-performing schools, were in schools similar in size and in the socio-economic status of the students. All were women principals with enrollments of 350-450 students and were responsible for 25-36 staff members. Gaziel grouped the principals' behaviors into 13 categories: instructional management, keeping up-to-date, planning for school improvement, student affairs, personnel management, office management, parent-community relations, school system interactions, coping with disorders, interruptions, informal meetings, personal affairs, and teaching. Teaching 330 minutes per week was mandatory for each principal in the Israeli school system.

The results of the observations revealed the principals at high-performing schools divided their day by spending 13.4% on instructional achievement, 7.1% on school improvement, 11.4% on personnel management, 6.5% on parent and community relations, 22.4% on office management, 0.3% on coping with disorders, and 2.5% interruptions. The principals at the average performing schools spent 7.4% on instructional achievement, 3.9% on school improvement, 7.4% on personnel management, 3.9% on parent and community relations, 34.2% on office management, 1.4% on coping with disorders, and 5.2% on interruptions. The two groups spent approximately the same amount of time on teaching (14.3%), keeping up to date (1.1%), and personal affairs (5.0%). The principals at both schools were observed spending 40% of their time reacting to situations, rather than initiating the actions. Both groups of principals reported spending an average of 13 - 16 hours extra during the 5-day school week on after school activities, which gave a total of 53-56 hours per week.

Gordon (1996) further explored how secondary principals used their time on tasks when he examined a group of principals from Missouri. Gordon's study was a comprehensive study that asked principals to complete a time-use log one day from each month during a seven-month period. The principals were to record their activities at least two times during the selected day. The principals were directed to categorize their time into eight activities based on their judgment as to the appropriate category. The categories were predetermined for the respondents' ease of reporting. The notation should be made that the category of staff personnel included teacher observation and substitute provisions, while the student personnel category included all forms of student conferencing, discipline and extracurricular activities.

Principals reported spending the most time in student personnel activities such as discipline, supervision and extracurricular activities, while reporting the least amount of time spent on instruction/curriculum and facilities management. The total mean minutes of activity were 2735.14 minutes and the percent of times calculated were as follows: (a) instruction/curriculum - 3.2% (87 minutes), (b) staff personnel - 14.7% (400.7 minutes), (c) student personnel - 45.7% (1250.1 minutes), (d) public relations - 4.2% (114.4 minutes), (e) school district meetings - 8.5% (234.0 minutes), (f) facilities management - 2.0% (54.4 minutes), (g) personal/professional preparation - 8.3% (227.6 minutes), and (h) office management - 13.4% (366.9 minutes).

In a similar study, Cook (1998) utilized the nine areas from the NASSP ten-year surveys to determine the time on tasks spent by South Dakota elementary principals. Cook also analyzed the length of time spent on tasks in relation to selected demographics, such as how long that the principal had been in the position, gender, and age. The

following data provide details on how the 251 elementary principals spent their average

43.3 - hour week. The survey found the percent of time as follows: (a) personnel -

17.5% (7.6 hours), (b) school office management - 17% (7.4 hours), (c) student activities

- 13.9% (6.0 hours), (d) student behaviors - 12.6% (5.4 hours), (e) program development

- 11.5% (5.0 hours), (f) district office - 8.7% (3.8 hours), (g) planning - 7.0% (3.0 hours),

(h) community - 6.2% (2.7 hours), and (i) professional development - 5.6% (2.4 hours).

When Cook (1998) analyzed the data in relation to selected demographics, several

notable characteristics were found. There were no significant differences found in the

amount of time spent on tasks based on the size of the school enrollment or based on

gender. Principals with a bachelor's of arts degree spent the most hours in the area of

personnel and the least hours in office management, professional development, and

planning. The principals with a master's of arts degree reported spending more time in

personnel and the least time in professional development. Principals, with the highest

degree obtained a doctorate degree, also spent the most amount of time in personnel, but

the least amount of time in community relations. Both the group of principals who

worked 41-50 hours per week and the group that worked more than 51 hours per week

reported the greatest amount of time was spent on personnel issues and the least amount

in the area of community relations. Principals with more than 300 students spent a mean

of 2.2 hours on office management while schools of more than 300 students spent 3.2

hours per week on this area. An area that revealed a large discrepancy when analyzed

with school size of less or more than 300 students determined that the principals of

smaller school spent a mean of 3.9 hours while at the larger schools the principals spent

7.4 hours on student behavior.

An EdSource (1998) study of California elementary, middle, and high school principals found that the principals preferred to spend more time on teaching and learning issues. Overall the principals reported being able to spend 16.8% less time on teaching and learning issues than they preferred to spend, while spending 15.4% more time than preferred in the areas of students, parents, and discipline. The actual time spent is reflected by these percents: instructional issues/curriculum (14.5%), school wide planning/evaluation (11.3%), budget/maintenance (15.4%), parent relations (13.3%), student contact and discipline (18.5%), and staff supervision/evaluation (27%).

Another ten-year NAESP study was undertaken to determine the changing role of the principalship (Doud & Keller, 1998). The percentages indicated emerging responsibility areas and new job pressures. The results in the areas of curriculum development and instructional practice suggested that there is an increased emphasis on individual schools to perform and to be held accountable. This survey asked principals to indicate the top three areas where they spent the majority of their time. The results indicated that percent of principals listed the following categories as requiring their time: supervision/contact with staff (81.1%), interaction with students (64.5%), discipline/student management (60.6%), parent/community contacts (24.8%), facilities management (16%), curriculum development (11%), student evaluation/placement (11%), duties assigned by the central office (9.4%), safety/ security issues (8.4%), interaction with central office staff (6.1%), planning/conducting staff development (5.8%), budget administration (4.6%), and other (41.1%). This study suggested that the "other" category needed further investigation to determine where principals are spending such a large percent of their time. The other unexpected result was that although the call

46

of most site-based management programs is for school-based control of staff

development, the building principal still did not do this type of planning. The typical

principal was spending 10 hours a day on the job and an additional 8 hours per week on

school related activities, but still not accomplishing all of the goals for which he was

accountable.

The 21st century

    Legislative and Societal Impacts. Even with the confirmation that principals

were increasing their energies to focus on curriculum and instructional practices, along

with the administrative focus on a more rigorous curriculum for students, the

undercurrents of public dissatisfaction were evident. President William Clinton's

administration established a nationwide pact by which the output of the educational

systems could be measured and evaluated. The passing of the GOALS 2000: Educate

America Act on March 31, 1994, allowed the federal government to establish its new role

as a major support for education. The federal government could now establish a

comprehensive approach to improve the education for all students to succeed in life. The

impact of the Goals 2000 Program on building level principals is evidenced by the goals

of the program:

    (a) Every child will start school ready to learn.

    (b) The high school graduation rate will increase to at least 90%.

    (c) American students will be prepared for productive employment in the

        nation's modern economy.

    (d) The teaching force will have access to professional development

    (e) U.S. students will be the first in math and science.

(f) Every adult American will be literate and exercise the rights and
responsibilities of the citizenship.

(g) Every school will be safe.

(h) Every school will encourage parent and community partnerships. (Austin,
2004).

Austin (2004) stated that the purpose of the GOALS 2000 Act was to encourage local school systems to meet educational needs, help students reach their potential, increase parent involvement, and improve teachers' skills. People were divided in their support of this act fearing it was an attempt of the federal government to take over the local school authority. Principals viewed parts of this act as usurping their autonomy over how their school was managed.

Then in 2002, President Clinton asked in his budget proposal to Congress that $40 million be set aside for professional development for current and prospective school leaders. This initiative was called the School Leadership Initiative and gave administrative organizations cause for hope to increase the flow of principal candidates and to bolster the spirit of current administrators (Ferrandino & Tirozzi, 2000).

Even with this flicker of hope, educational administrators continued to find themselves faced with other added obligations to create and manage schools where all students could achieve to their full potential (Educational Research Service, 2000). From elementary to secondary, schools were seeking leadership to help meet the criteria set forth in the federal legislation known as the No Child Left Behind (NCLB) Act which was signed into law, January 8, 2002, by President George W. Bush (United States Department of Education, 2006). The success of a school requires the most effective use

of an administrator's time. This success, since the inception of the mandatory testing required by the NCLB legislation, has been measured by standardized test results. Schools are held accountable through the use of student test data. These data will reveal if principals have made changes in their daily activities to meet the standards that have been established by the NCLB legislation. According to NCLB, each state shall develop and implement an accountability system that will ensure all Local Educational Agencies (LEAs) and schools make Adequate Yearly Progress (AYP). The success of the school in meeting AYP is ultimately traced back to the leadership within each individual school. The broad definition of AYP is that each school and each subgroup of students will meet the annual objectives determined by state and federal guidelines. The ultimate purpose of calculating AYP is to ensure that schools and LEAs are focused on the accountability goal of all students becoming proficient by 2014 (United States Department of Education, 2006).

The accomplishment of these goals falls directly on the principals of the individual schools. The NCLB Act allowed each state two years to develop and implement a plan to improve the condition of education. Since each state had time to develop their own plan to meet the mandates of NCLB, the effects of this legislation would not be produced immediately. Along with all of the legislative influences, principals also faced the challenges of a more diverse ethnic and racial population, an increase in the number of families at poverty level, and an increase in the number of single parent households (NCES, 2006). Other factors impacting a principal's job included an increase in home-schooled children, an increase in the special education regulations, an increase in required paperwork and documentation, and a decrease in the

49

number of qualified candidates entering the teaching field (DiPaola & Tschannen-Moran, 2003; Kopkowski, 2006; NCES, 2006; Peoples, 2002; Phillips, 2001). These challenging, and sometimes overwhelming, responsibilities of the 2000s principals must be considered when examining the changes in time spent on task areas.

Time and Tasks of the 2000s Principal. Yamada (2000) surveyed 60 elementary principals in Fresno, California, during the 1999 school year. The survey requested that principals rank-order tasks in terms of how they spent their time during the regular school day. The scale utilized a ranking of 1-5 with "1" representing the task that required the most time and effort, "2" being the second most time required, and so on. These functions were related to instructional leadership functions only. The study revealed that principals spent the most time on school community relations (M = 3.67), followed by goal setting (M = 3.30), coordination of learning activities (M = 2.77), curriculum and instruction (M = 2.67), and school climate (M = 2.27). In addition, 86.7% of the principals reported that the number one problem they faced in their job was the lack of time. This information continued to be supported by research in the ensuing years.

Blair (2001) examined the relationship between principals' leadership styles, school ratings, and the time principals spent on instructional leadership and management tasks. This study involved 170 principals from all grade levels of schools in Texas. Texas has established the Academic Excellence Indicator System (AEIS). The Texas Education Agency (2000) utilizes four categories of academic achievement to classify the success of schools. "Exemplary" indicates a school had 90% of all students and subgroups passing each subject area. "Recognized" indicates a school had 80% of all students and subgroups passing each subject area. "Acceptable" indicates at least 50% of

the student population and subgroups passed each subgroup area. "Low Performing"

indicates that the school had below 50% of the students passing all tests taken for the

subject areas. The results of Blair's (2001) study revealed that the principals in

Exemplary schools spent 62.3% of their time on leadership activities, while spending

37.7% on management issues. The next category reported that principals in Recognized

schools spent 60.7% of their time on leadership activities, while spending 39.3% on

management issues. The results revealed principals in Acceptable schools spent 60.6%

of their time on leadership activities, while spending 39.4% on management issues.

Principals in Low-Performing schools spent 56.5% of their time on leadership activities,

while spending 43.5% on management issues.

Milyard (2001) utilized a researcher-developed survey to determine the opinions

and perceptions of New Mexico (NM) elementary principals on high-stakes testing and

time spent on instructional leadership functions in relation to the NM accountability

system. When the 388 elementary principals were surveyed, two positive correlations

were found: (a) between the principal's opinion of high stake testing and the relationship

to the NM accountability system and (b) increased amount of perceived time spent on the

five leadership functions and changes in the school's accountability rating.

An addendum to the study included an analysis of the written comments provided by the

respondents. The respondents' comments revealed major themes of concerns, including:

standardized testing, accountability system, poor preparation and planning by the district,

and stress related to the accountability standards.

Valentine, Clark, Hackmann, and Petzko (2002) conducted a research study in

cooperation with the Middle Level Leadership Center to examine middle level leaders

and their school programs. Middle level school principals reported that 48% of them worked more than 60 hours per week. The principals were asked to rank order 9 responsibilities in order of the amount of time spent on the task. A rank of "1" indicated the greatest amount of time, while a rank of "9" indicated the least amount of time. The mean ranking of the principals was: (1) school management, (2) personnel, (3) student activities, (4) student behavior, (5) program development, (6) planning, (7) district office, (8) community, and (9) professional development. This indicated that the principals were spending more time on school management, but only gave school management a ranking of "4" for where they should spend their time. Valentine et al. noted that principals perceived an increase in their authority to make budgetary and personnel decisions. Time, mandates, and money were listed as the major roadblocks to accomplishing their job.

Other principals were dealing with the same roadblocks in their struggle to manage their schools. The Public Agenda for the Wallace Foundation found in a 2003 study that 58 % of the principals cited insufficient funding and the implementation of NCLB as the most critical problems that they were now facing in their profession (Farkas, Johnson, & Duffet, 2003). This study also concluded that a large proportion of principals (63%) felt that the mandates of special education law obligated a disproportionate amount of their time and resources.

To delve more totally into the administrators' problems, the Wallace Foundation established the Leading Educational Achievement in Districts (LEAD) in Kentucky. The purpose of LEAD was to identify and remove barriers that kept principals from advancing student achievement for all students (ASAS, 2005). The Alternative School

Administration Study (ASAS) was started in the 2003-2004 school year to address the

question of administrative time. The study established a job description for a person to

serve in the school to relieve the principal of some of his duties. The School

Administration Manager (SAM) job description included all school administrative work

not directly related to instruction or student learning. The SAM was responsible for

ensuring that the principal was able to spend his time on activities connected to

instruction and student achievement. The SAM model was affordable; the cost of a SAM

was an average of $30,000 each year. The results are pertinent to this study, because the

principals' time usage was determined before and after the SAMs were hired by the

initiative. Baseline data were collected in November 2003 from 21 Kentucky schools.

The follow-up collections of data done in November 2004 represented three pilot schools.

The data were collected using shadows that followed the principals and documented their

activity every 5 minutes for one week.

Table 2

Percent of Time Spent by Principals on Tasks

	Conducting Instructional Tasks	Conducting Managerial Tasks	Attending to Personal Needs
November 2003	29.7%	66.2%	4.1%
November 2004	65.8%	31.7%	2.5%

In another study which added to the data, Schiff (2001) reported on the 2001

NASSP survey of its membership to determine the current conditions of the high school

leadership. This survey was the fourth in a series which confirmed that high school principals do not have enough time to get the job done. The total average number of hours spent by high school principals in a week was 62.2 hours. The percents of time on specific categories were: dealing with parent issues (12.3%), discipline issues (10.9%), community relations (9.8%), facilities management (9.4%), teacher evaluation (8.3%), program evaluation (7.8%), school safety (7.5%), curriculum development (7.0%), budgets (6.7%), strategic planning (6.4%), professional development (6.1%), student assessment (5.8%), and lesson demonstration (2.0%). Schiff commented, "Women tend to spend more time on average per week on the activities we listed than do men (70 hours per week compared to 61 hours per week). Enrollment does not seem to affect the average number of hours spent by principals…" (p. 8).

The North Central Regional Educational Laboratory (2003) surveyed elementary and secondary principals in a seven-state region in the Midwest. A stratified random sample of 2,600 principals from urban, rural, suburban, and small town schools was selected to answer questions that focused on the daily activities. Only 1.4% of the principals reported working 7-8 hour days, while the majority of principals (83.1%) reported days from 9-12 hours in length. The instructional leadership categories that received the most time were classroom observations, staff development, and planning. In the category of communication, principals reported spending the most time on personnel and parent issues. Principals reported that in the area of school and community relations the two greatest time consuming categories were improving staff morale and building a positive school climate. The last area to be considered in the survey was interaction with students. In this area, principals reported a significant amount of time was spent on

student discipline. One interesting finding was that principals reported that they believed that due to their daily responsibilities their principal preparation programs should emphasize the legal aspects of the profession.

A recent study by Kellogg (2005) examined the differences between actual and ideal time expenditures in relation to the career stage of the principal. The activity groups and percents found were: staff activities consumed 15% of the time, student activities consumed 51% of the time, managerial activities consumed 21% of the time, curriculum consumed 5% of the time, strategic planning consumed 4% of the time, fiscal planning 0.3% of the time, and community relations consumed 2% of the time. These results were not affected by gender, career stage, years of experience as a professional educator, or years of experience as a principal. Kellogg made note of what he considered an interesting phenomena. "Most noticeable is the principal's desire for more time to be spent on curricular activities and less time on managerial" (p.24-25).

In order to meet the challenges of public education, the old paradigms of leadership are inadequate; the principal's two-dimensional role as a manager and instructional leader must evolve into the role of a transformational leader (Blair, 2003). These challenges are not new to education, but are now in a different form. To better understand the need for transformational leadership in education, an examination of the underlying concepts of this form of leadership will be valuable.

Transformational Leadership

In order to explore the constantly changing role of the principalship (Goodwin, 2002), the conceptual framework of this study is based on transformational leadership. Burns (1978) originated the concept of transformational leadership to explore how a

leader will produce results beyond expectations by being focused on change. In this study, the bifurcation points of change in educational leadership will be evaluated to determine if principals have had the vision necessary to adapt to societal changes and produce results beyond expectations. To produce results beyond expectations, Burns (1978) asserted transformational leadership is complex and change oriented. The transformational leader examines the motives of his followers and seeks to engage the full person in the process for purpose of mutual satisfaction. Burns posited that transformational leadership has two stages of development. The first stage concentrates on higher-order needs for self-esteem and actualization, while the second stage considers the moral issues regarding what is ethical or appropriate. The inspection of the historical developments of educational administration will examine the need to be successful and the quest for what actions are appropriate within the societal standards of the time.

To explain the changes within organizations, Leithwood (1994) continued the development of the concept of transformational leadership in education that was based on the work of Burns (1978) and Bass and Avolio (1994). Bass and Avolio challenged Burn's concept of transformational leadership by asserting that behaviors of a transformational leader are based on the actions of a transactional leader. The transactional leader exhibits the traits of a good manager, while Bass' focus was more on the motivations of the followers based on the leader's actions. Bass continued with the assertion that the transformational leader changes the organization based on the needs and that this leadership style is applicable in a wide range of cultures and organizations.

Leithwood expanded his beliefs based on the Bass model of the four I's of transformational leadership. The four I's were proposed as necessary traits for

administrative transformational leaders to meet the mandates of the ever-changing

educational environment. Bass's (1990) four I's included individual consideration,

intellectual stimulation, inspirational motivation, and idealized influence. Bass described

individual consideration as the process of recognizing members of the organization who

seem neglected. Individual consideration exhibits a high level of interaction with his

followers. Intellectual stimulation is the enabling of the followers to challenge their way

of thinking and find solutions to old problems in new ways. This approach is exhibited

by leaders who are risk-takers and not afraid to challenge old assumptions in order to

accomplish goals. Inspirational motivation is the act of communicating the high

expectations that are expected in the organization by a dynamic leader who inspires his

followers. This leader models team spirit and inspires with his visionary explanations of

the goals to be achieved. Idealized influence is the modeling of behaviors that will

inspire followers through personal achievement and actions. This leader places the needs

of others above his own and is seen by others as a moral person who is concerned with

everyone's success. Leithwood (1994) took the notion of these four I's to explain the

productive relationship between the principal and the teacher to achieve the higher goals

of the institution and to accomplish needed reforms.

National educational reforms have been a focal point of attention in every decade.

With the effective school movement came an increase emphasis to alter the power

structures and leadership of schools (Marzano et al., 2005). The movement recognized

that transformational leadership concentrated on the leaders' ability to empower others

and encourage participatory decision-making (Leithwood, 1994). Hoy and Miskel (1996)

stated that a transformation leader is expected to: (a) define the need for change, (b)

create new visions and encourage commitment to new visions, (c) concentrate on long term goals, and (d) inspire followers to strive for higher order goals. Stronge (1998) emphasized that current research on the principalship identifies the profession as overwhelmed by the myriad of responsibilities and duties. The principal is expected to be more than just a manager, but also expected to be an instructional leader and change agent (Day, 2000; Murphy, 2005). This change agent must constantly be prepared to make modifications to improve student achievement.

This change agent as the transformational leader can have positive effects in the school setting in terms of instructional and student achievement. Leithwood and Earl (2000) contended that a transformational leader would change the organization to accommodate their own vision and goals, rather than continue to work within the existing structure of the organization. Leithwood (1992) supported the belief that transformational leaders have fundamental goals: (a) help staff develop and maintain a collaborative and professional climate, (b) foster teacher development and growth, and (c) help teachers become more effective problem solvers.

Sergiovanni (2006) furthered the concept of transformational leadership, which he refers to as transformative leadership. Transformative leadership initially has the focus of raising expectations of both the leader and follower to higher levels of performance. The leader and follower are united in pursuit of higher level goals, becoming the best, and shaping the school in the new direction that may be needed to succeed. Sergiovanni also emphasized that leadership should be viewed as the "power to accomplish" (p.180).

Summary

Nationwide reform efforts in education seem to rise and fall with the issues of the time. The political, economic and technological changes affect the public's expectations of the purpose of education in society. Education is simply too complex an institution to determine if reform movements are ultimately successful. By the time that a reform movement has measurable effect, the situation of society and education has again changed. The efforts to change education may fluctuate in intensity, but seldom disappear entirely for any length of time (Rutherford, 1998).

Kennedy (2002) confirmed that the job of a principal is an immense undertaking and must be filled by a strong individual. She stated:

> At one such meeting, participants concluded that today's principal must be a manager, instructional leader, visionary, politician, strategist, community leader, and following the events of September 11, an emotional leader as well. That made me wonder if a principal's job posting should read, "Only God need apply." (p. 29)

Principals realize that their job has changed tremendously, but all too many times the general public and policymakers do not recognize the situation (Kennedy, 2002). By examining the data in the literature from past decades and comparing previous time on task usage with current reports, this study will determine if changes in the amount of time on tasks have occurred for principals because of present-day societal and legislative events.

Chapter Three

Research Methods

The purpose of the study was to examine societal and legislative historical developments in educational administration to determine the existence of bifurcation points of change. This study proposed to determine the effect that societal and legislative conditions have had on the tasks on which administrators focus their time in comparison to the time spent on tasks previously. To understand how recent societal and legislative changes have affected the function of administrators, it was necessary to study the current responsibilities and tasks of educational administrators in relation to the historical responsibilities and tasks of school leaders. The time-on-task of the administrators was surveyed to determine if changes have occurred to meet the demands of the current legislative priorities and if any of the changes have a relationship to the selected demographic data collected. This study investigated the principals' use of time in nine selected school leadership activities.

To achieve the purpose of this study, the following research questions were examined:

1. Since the 1960s, what are the major historical bifurcation points marking the changes in principals' time on task that were brought about by political and societal changes?

2. How do principals currently allocate their time on administrative tasks?

3. Are there significant relationships between selected demographic data and the current amount of time being allocated to administrative tasks?

4. Do principals perceive the legislative and societal changes in the early 2000s to have altered the amount of time allocated to administrative tasks?

5. What legislative and societal issues in the early 2000s do principals perceive as the reasons for any changes in the time allocated to tasks?

This chapter reviews various components of the study. The components that will be examined are the research design utilized in the study, the population surveyed, the survey instrument, the data collection, and the methods used to analyze the data.

Research Design

This study utilized a mixed method approach involving the review of literature for the statistical data related to the time principals spend on job related tasks from the 1960s to current literature. Additionally, a research method utilizing quantitative descriptive design employed a written survey instrument, the *McPeake Time Analysis Survey of Principals* (Appendix A)*, arranged to obtain numerical data and related demographical information from the respondents. Numerical data were obtained for the number of hours estimated per week dedicated on tasks for nine school leadership activities. The survey was also structured to obtain estimates about the changes in time spent on these tasks in the past three years. The past was keyed to qualitative ranking categories such as "significant increase" and "slight increase". These were numerically coded to yield numerical values for summation and comparison. As noted, the design also accounted for selected demographic variables to identify potential variations in the survey results.

The review of the literature component of the study was quantitative in nature with a primary focus on the collection of numerical data. The researcher examined the past literature in educational administration to find documentation of principals' activities

and the amount of time the principals reported spending on tasks. The literature that was selected was written during the period from the 1960s to the current period of educational leadership. This time frame was selected since this era has been referred to as the Modern Period of Leadership (History of American Education Web Project, 2006).

<center>**Population**</center>

The population in this study was full time principals included in this study were employed in elementary, middle, and high public schools. Private schools were excluded from the population, given that private schools are not as directly impacted by societal and legislative regulations. Administrators in the states located in the Southern Regional Educational Board (SREB) were surveyed. These states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The SREB states were selected due to the commonalities in the goals established by the SREB's *Challenge to Lead* (SREB, 2006), which is an initiative to improve the quality of education being provided and to prepare children for modern society. This study was limited to full time principals and did not survey assistant principals.

The population was selected based on the 16 states that participate in the SREB. According to the SREB, there are 1300 secondary schools in the 16 states that participate in the *Challenge to Lead* initiative (SREB, 2006). If an equitable number of elementary schools were included in the survey so that each group represented one-third of the population, the total number of schools in the population would be 1,950 (N=1950). A mailing list of 480 principals (n=480) was determined to be sufficient to achieve the desired responses (M. Cunningham, personal communication, September 26, 2006).

Instrumentation

The researcher developed the instrument to survey current principals on their time on tasks and to gather demographic data on the respondents. The task areas that were included in the survey were derived from the researcher's review of the literature to determine the most appropriate categories and then by the discussion that involved three acting school principals. These task categories were also utilized in the survey because it allowed comparisons to be made to the past literature. The survey was pilot tested with a group of administrators at all three levels of school administration to determine validity and readability. The questionnaire was designed to provide an accurate profile of the current administrators in the SREB regions of the United States. The task areas were general enough to be applicable to elementary, middle, and secondary school principals.

In Part I of the survey, the respondents were asked to answer demographic questions concerning the following areas: gender, age, years of professional experience, grade levels of school, total school enrollment, school attendance community, number of support professionals, and highest level of education. Part II requested respondents to estimate the number of hours per week that they spent on a list of nine categories of activities. In Part III, the respondents were asked to determine the changes in the time spent on the selected nine task areas in the last three years. The ranking used to determine the changes in time were "significant decrease", "slight decrease", "no change", "slight increase", and "significant increase." An open response question was included in the last part of the survey. In this question, the respondents were asked to identify any legislative or societal conditions that may have contributed to changes in their allocation of time on tasks. An assembled group of current public school

administrators was utilized to develop the appropriate categories for the survey and to validate the readability of the *McPeake Time Analysis Survey of Principals* (Appendix A).

Data Collection

To survey the principals, the researcher mailed each principal (n=480) selected in the random sample a personally addressed packet. The mailed packet provided an introduction to the study with information regarding the purpose of the study (Appendix B), the informed consent information as required by the Institutional Review Board (IRB), and the survey instrument, along with a stamped self-addressed return envelope. The principals were provided with the informed consent information in the introductory letter that explained their rights as a participant in the study. The researcher assured the participants that confidentiality would be maintained. All participants were informed that their participation in the study was voluntary and anonymous, and at no cost to the participants.

The population was selected based on the 16 states that participate in the SREB. According to the SREB, there are 1300 secondary schools in the 16 states that participate in the *Challenge to Lead* initiative (SREB, 2006). If an equitable number of elementary schools were included in the survey so that each group represented one-third of the population (Appendix D), the total number of schools in the population would be 1,950 (N=1950). According to Fink (2003), a stratified random sampling would allow the population to be divided into the subgroups and a random sample would then be selected from each subgroup. The appropriate subgroups utilized for this study were elementary, middle, and secondary school principals. The subgroup populations were included in the

survey to give a true sampling of all levels of school administrators and the amount of time on task that was being spent on selected tasks. Systematic random sampling provided the target members of the population (Fink, 2003). The response rate of 240 was established with a 95% confidence interval with an error margin of 5.9% (Guideline, 2006). The researcher established the acceptable response rate based on the recommended minimum level of Kerlinger and Lee (1999) of 50% plus one. A mailing list of 480 principals (n=480) was determined to be sufficient to achieve the desired responses (M. Cunningham, personal communication, September 26, 2006). Based on the number of elementary schools located in each state in relation to the total number of elementary schools in the 16 states, a corresponding ratio of schools was selected from each state .

The return envelopes were numbered for tracking purposes. Once these numbered envelopes were received, the surveys were separated from the envelopes and the envelopes were destroyed. The look-up table that has the correlation of the numbers to the participants was located in the office of Dr. Teresa Eagle at the Marshall University Graduate College. When the response rate did not meet this criterion, a reminder letter (Appendix C) was mailed to the appropriate participants to encourage them to complete the survey.

Data Analysis

Data were entered into SPSS data analysis for respondents who had completed the questionnaire in the appropriate method. The review of the literature provided the first set of data. The literature review was utilized to answer research question one: Since the 1960s, what are the major historical bifurcation points marking the changes in principals'

time on task that were brought about by political and societal changes? A review of the literature provided data on the amount of time on tasks from the previous decades being considered in this study. The review of the literature provided data on the percent of time and means of the time on task areas as reported by the literature. The past time on task was compared to the time on task reported by the respondents on the *McPeake Time Analysis Survey of Principals.*

The second set of data used in this study was obtained from Part II in the survey. These data answered research question two: How do principals currently (2006-2007) allocate their time on administrative tasks? The nine task areas considered for this study were: (a) school management, (b) personnel, (c) program development, (d) student activities, (e) student behavior, (f) planning, (g) community, (h) district office, and (i) professional development (NASSP, 1996). A comparison of the percent of time and means of the time on task areas were employed. The dependent variable that was measured was the amount of time spent on each task listed in the table in Part II. The total time on task was also utilized for comparison.

A third set of data was considered to answer research question three: Are there significant relationships between selected demographic data and the current amount of time being allocated to administrative tasks? The data were obtained from Part I and Part II of the *McPeake Time Analysis Survey of Principals*. The relationship to time on task was done using the independent variables of gender, age, grade levels of school, total school enrollment, community type, years of experience as a principal, and level of education. The use of multiple correlations provided detail on the relationships that exist between the dependent variables of the demographic characteristics and the independent

variables of the time on task measurement. Multiple regressions will allow the prediction

of an outcome from two or more independent variables (Salkind, 2004).

In Part III of the survey, the respondents were asked to identify the changes in the

amount of time spent on any task area that requires a different amount of time now than it

did three years ago. The respondents were asked to estimate the change in time using the

categories: "significant decrease", "slight decrease", "no change", "slight increase", and

"significant increase." The data provided answered research question four: Do

principals perceive the legislative and societal changes in the early 2000s to have altered

the amount of time allocated to administrative tasks? Values were assigned for the

responses: "-2" for "significant decrease", "-1" for "slight decrease", "0" for "no

change", "1" for "slight increase", and "2" for "significant increase." The areas of

"slight" and "significant" were combined in both categories of increase and decrease to

provide a better understanding of principals' opinions. Frequency and percentages were

computed for each task area. An open response question was included in the last part of

the survey. In this question, the respondents were asked to state any legislative or

societal conditions that may have contributed to changes in their allocation of time on

tasks. The responses were summarized by the researcher utilizing regrouping and

frequencies.

Summary

The procedures described in this chapter were used to examine the historical

developments in educational administration in relation to historical and societal

developments. The existence of critical points of change were examined, along with the

changes in the amount of times that school building principals spend on daily tasks. This

study was a mixed method study utilizing past literature data and a quantitative analysis of current principals being surveyed. The population consisted of a random selection of elementary, middle school and high school principals in the Southern Regional Education Board. The survey was mailed to 480 (n=480) principals in 16 states. The literature reviewed was written from the 1960s through the current period of educational literature. The literature included information regarding how school building principals were dedicating their time on selected tasks.

Chapter Four

Presentation and Analysis of Data

Chapter Four of this mixed-method study of the time on tasks of principals presents the data collected from the literature review and the quantitative survey. This chapter is presented in three sections: (a) the summary of procedures, (b) the research questions and analyses of data, and (c) a summary of the major findings.

Summary of Procedures

This was a mixed method study utilizing a literature review of principals' time on task from 1960 to the 21st Century. The objectives of the first part of the study were two-fold: (a) determine the amount of time that principals have spent on administrative tasks through five decades and (b) determine the existence of bifurcation points in the time on task based on societal and legislative issues. The second part of the study was to survey current principals to determine their time on task and the relationship to selected demographic data. The respondents were also requested to state the changes in the time dedicated to the selected nine task areas and any perceived legislative and societal reasons for changes in the amount of time being dedicated to the task areas.

The *McPeake Time on Task Analysis* was distributed to 480 (n=480) principals in the 16 state region of the Southern Regional Educational Board (SREB). The principals were employed in an elementary, middle, high, or combination public school (N=1950) and had more than two years experience as a school administrator. Of the 480 surveys, four were returned due to an incorrect mailing address or school closure, and one was returned due to the school district policy restricting participation in research. Finally, one survey was returned unanswered, apparently indicating the principal's desire not to

69

participate in the study. After the second mailing, a total of 242 usable surveys were

obtained and established a return rate of 51.05%. The respondents were comprised of

102 females and 140 males consisting of 66 elementary principals, 85 elementary

principals, and 91 high school principals.

Major Findings

The results regarding each of the research questions will be summarized and

conclusions will be stated regarding the findings from this study.

Q1: Since the 1960s, what are the major historical bifurcation points marking the

changes in principals' time on task that were brought about by political and societal

changes?

This question was addressed by quantifying the findings of the current study in

relation to the review of literature. A review of literature from 1960 to the 21st Century

was completed in order to analyze the amount of time spent on administrative tasks and

any changes in the time on tasks in relation to societal and legislative impacts. The

information discussed in this section details the results of the statistical analysis of the

first research question.

In order to analyze the changes in the time reported during each decade, different

categories were combined from the various studies. Individual researchers had labeled

activities with a variety of titles. This re-categorizing required critical judgments to

determine the relationship between the activities that were identified. For example, in the

1980 studies, the categories of "Paperwork" and "Facilities Management" were combined

to match the category of "School Management" that had been calculated in the 1960s,

1970s, and 1980s literature.

The data for each societal and legislative time period were calculated. The categories were combined for the purposes of comparison. A mean for each of the nine categories of activities was calculated, along with the mean of the total number of hours that principals reported spending on the job. Table 3 (p. 84) reflects the summary of the data that were obtained for comparison. It should be noted that several categories of activities were not documented in the literature for particular time periods. Utilizing a review of the literature and the summary of data from past studies, indications of bifurcation points in educational administration were then observed.

School Management Reported Percentage
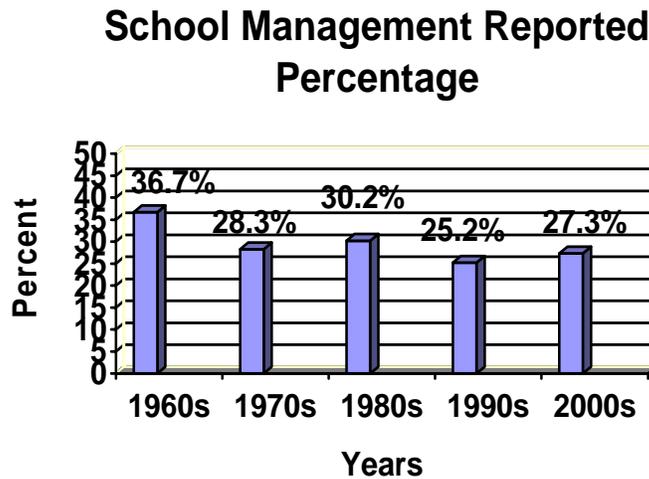
Figure 1. *Percent of Time on School Management*

From the 1960s to the 2000s, principals reported dedicating roughly one-third of the day to school management issues. These issues include any time allocated to office responsibilities, building maintenance, safety, and budget concerns. As shown in Figure 1, the maximum amount of time reported in the 1960s could be attributed to fewer categories during that time period that were considered in the literature. A decrease in the 1990s has since increased up to the current 27.3% revealed by the literature.

Student Activities Reported Percentage
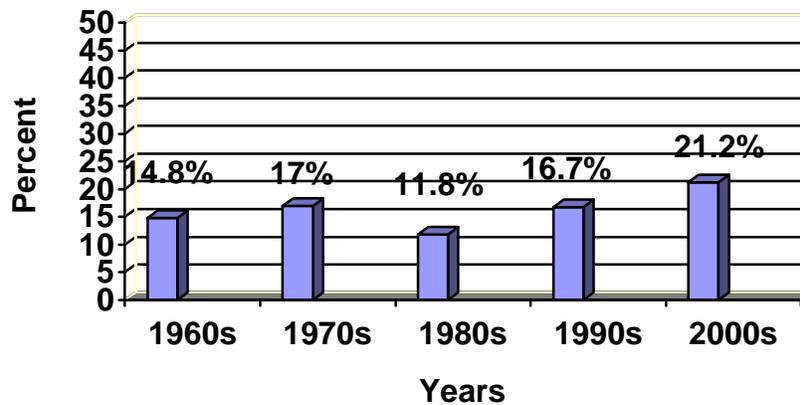
Figure 2. *Percent of Time on Student Activities*

Student activities have shown fluctuation in the amount of time being reported by principals in the time period (Figure 2). The 14.8% of the day reported in the 1960s dropped to a low of 11.8% in the 1980s. This task area has since slowly increased to requiring a maximum of 21.2% of the principals' time. The increase in the 2000s could be attributed to the mounting pressure for principals and schools to supplement the problems associated with societal concerns of this time period.

Student Behavior Reported Percentage
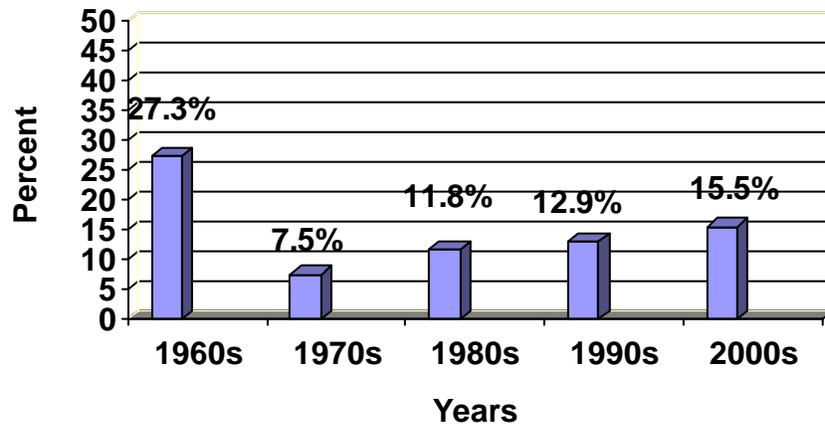
Figure 3. *Percent of Time on Student Behavior*

Figure 3 notes the percent of time reported by principals being dedicated to student behavior. The 1960s percent of 27.3% could be attributed to the lack of categories of personnel, program development, and planning. Therefore, principals may have included a wide range of activities in the category of student behavior. The large percent of time allocated to student behavior could also be attributed to the lack of assistant principals to help handle any student behavior problems. The slow increase back to 15.5% indicated for student behavior may be a result of the societal conditions that have continued to impact school systems in the 2000s.

Personnel Reported Percentage
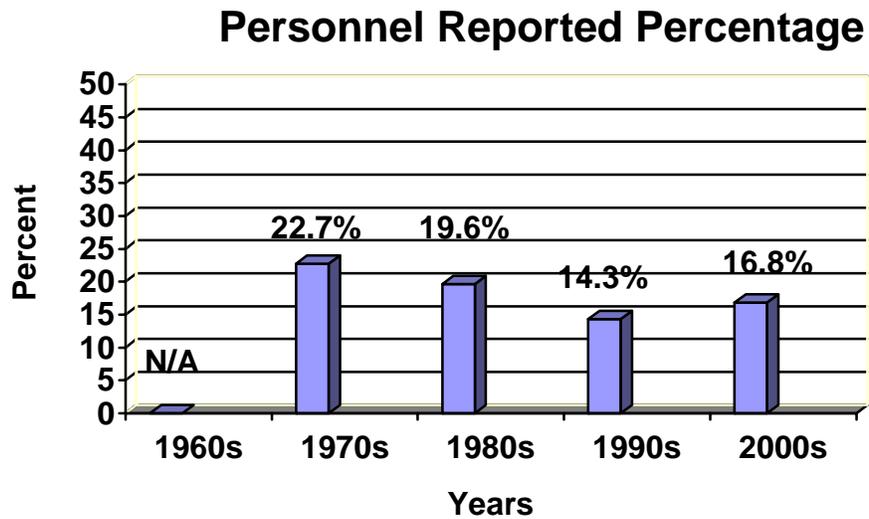
Figure 4. *Percent of Time on Personnel*

The amount of time reported to be devoted to the area of personnel has shown a decrease since the 1970s when this category was first considered as a separate task area. As indicated in Figure 4, the maximum time determined to have occurred was in the 1970s which coincides with the implementation of the Education for All Handicapped Children Act of 1975. This act required principals to monitor the activities of their special education teachers more closely and to work cooperatively with personnel in developing Individual Education Plans for all special education students. The introduction of the "least restrictive environment" required principals to increase interactions and decisions with personnel in order to meet the requirements of the legislation.

Program Development Reported Percentage
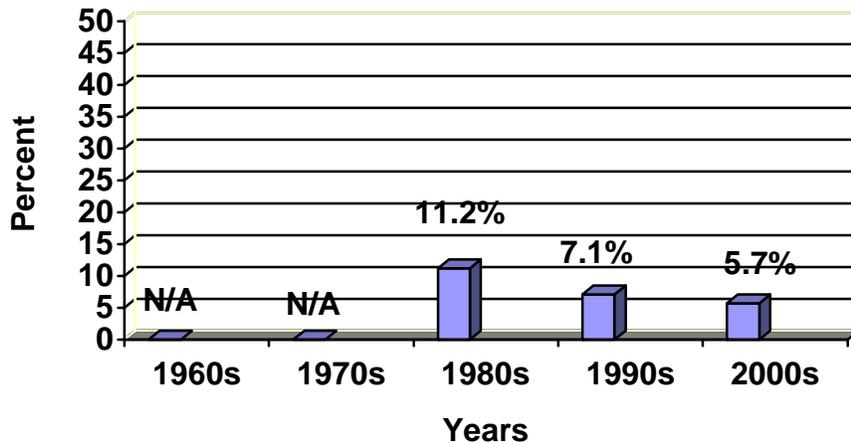
Figure 5. *Percent of Time on Program Development*

Figure 5 demonstrates the lack of emphasis on program development in the 1960s and 1970s where this task area was not even considered as a principal's responsibility. With the publication of *A Nation at Risk* in 1983, the focus on program development became evident for principals to include in their daily schedule of activities. The maximum amount of time reported on program development in the 1980s (11.2%) was needed to increase the rigor of the school's curriculum to meet the needs of society and to ensure the students' success. The decrease in time allocated to program development in the 1990s and 2000s may be attributed to the changing focus to assessment results.

District Office Reported Percentage
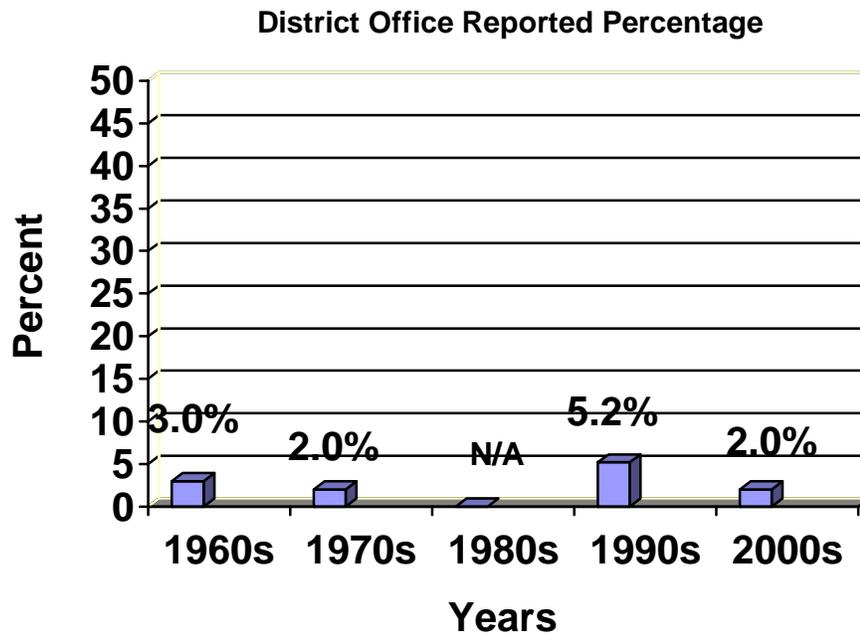
Figure 6. *Percent of Time on District Office*

The amount of time reported to be dedicated to district office tasks (Figure 6) has

consistently remained a minimal amount of time in a principal's week. The

responsibilities included in this task area were district meetings, meetings with

supervisors, and principal meetings. The only small increase occurred in the 1990s and

could be attributed to the societal issues of lack of parental involvement and student

apathy. Beck and Murphy (1993) cited the 1990s as the beginning of the second reform

movement in education which could explain the principals' increase involvement with

personnel at the district office level.

Community Relations Reported Percentage

10.7%	3.7%	8.5%	4.0%	4.3%
1960s	1970s	1980s	1990s	2000s

Percent (y-axis: 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50)

Years
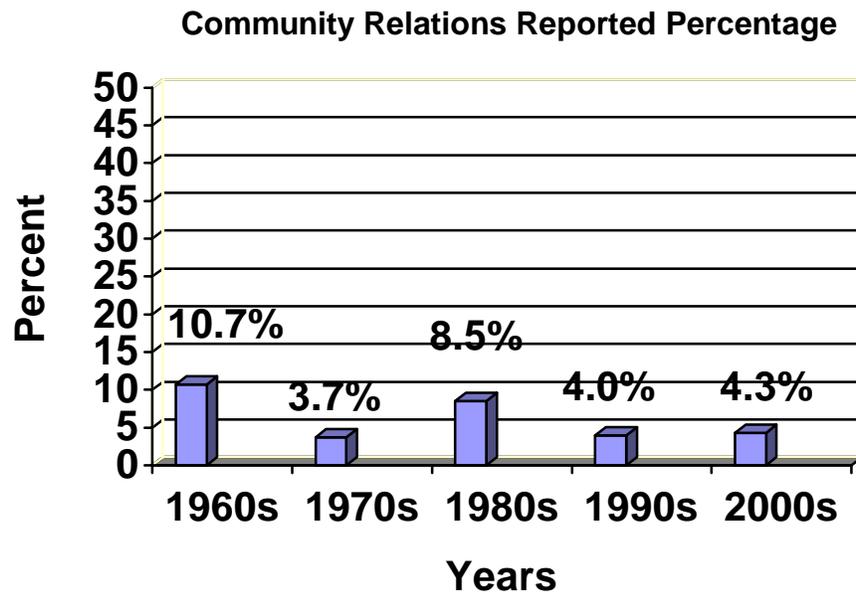
Figure 7. Percent of Time on Community Relations

As exhibited in Figure 7, the percent of time allocated to community relations has required less than 10% of the principals' time since the 1960s. The maximum in the 1960s could be attributed to the societal conditions that existed during this time period. The area of community relations included the time dedicated to civic organizations, media, Parent Teacher Associations, and parent groups. The next evident change occurred in the 1980s where the literature indicated both the lack of parent involvement and student apathy were social issues of major concern.

Planning Reported Percentage
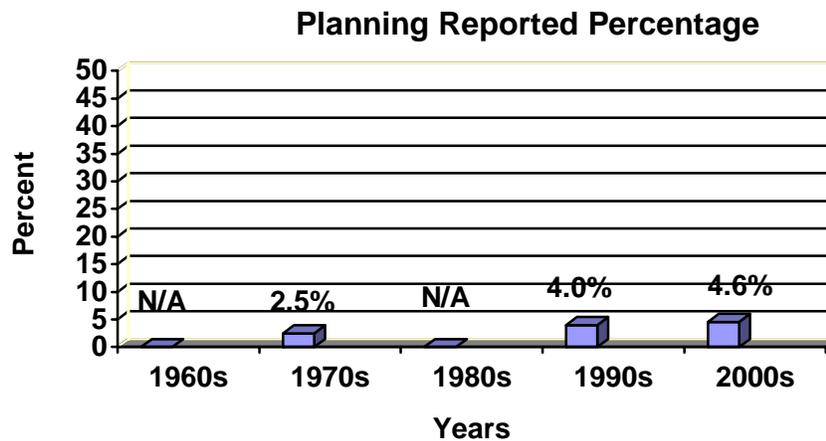
Figure 8. Percent of Time on Planning

Figure 8 illustrates that principals spend very little time planning what happens in a school. For the last five decades, principals have consistently allocated less than 5% of their time to planning. The task area of planning was defined to include any time that was devoted to county and district planning sessions, department meetings, and curriculum meetings. The increase to a maximum of 4.6% reported in the 2000s may be attributed to the implementation of the GOALS 2000: Educate America Act (Austin, 2004) and the No Child Left Behind Act (United States Department of Education, 2006). Both pieces of legislation placed the responsibility for the success of each student directly on the principal and the staff of the school. The need to plan a wider variety of strategies to guarantee this success mandated more time to be devoted to planning.

Professional Development Reported Percentage
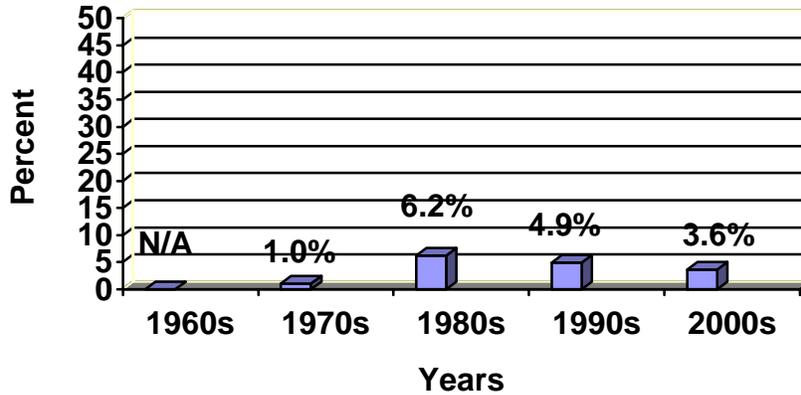
Figure 9. *Percent of Time on Professional Development*

The task area of professional development (Figure 9) was identified as time dedicated to conferences, self improvement planning, and professional readings. The category was not identified in the 1960s, but may have been included in the area of miscellaneous. The minimal amount of time that principals have remaining in their work week after the school required tasks may be a contributing factor to the lack of time to dedicate to their own professional development. The maximum of 6.2% in the 1980s may be linked to the need for personal professional development of the principals to assist their teachers in the handling the challenges of A Nation at Risk (1983).

Synthesis of the Findings from the Literature

The analysis of the literature demonstrated changes in the percent of time that administrators had dedicated to the task areas (Table 3). It was found that while an increase in time from the 1960s to 1970s is reflected in student activities from 14.3% to 17%, there is also more time reported being dedicated to personnel issues (22.7%) than in

any other decade. The literature of that time period reflects that many principals were impacted by the Education for all Handicapped Children Act of 1975. This legislation made the principal responsible for monitoring the teachers involved in the special education process and also responsible for being part of the interdisciplinary team accountable for the development of Individual Education Plans. Gorton and McIntyre (1978) in their study of 60 effective principals stated that the nature of the principalship had changed during the previous decade in response to the emergence of professional negotiations, court decisions, and the constantly shifting priorities that had been established for public schools.

In the 1980s, a significant increase in the amount of time spent in the area of program development also became a major task area that had not even been considered in previous literature. In this era, program development was reported as requiring 11.2% of the time per week. This was the most time reported during the five decades studied. Professional development also exhibited a marked increase from the 1970s to an all time high of 6.2% per week. All of these increases could be attributed to references in the literature of that time period to the *Nation at Risk* (1983) report. This would explain the finding that principals had increased the focus on planning curriculum to better meet the needs of students and to encourage students to perform at higher levels (Smith & Andrews, 1989). Since the *Nation at Risk* report detailed the standards that each school should establish to meet the new basics, principals were required to find new curriculum to meet these benchmarks and to train staff to utilize the new strategies (National Commission on Excellence in Education, 1983; Scherer, 2004). This increase in program development was also identified by Beck and Murphy's (1993) finding that the metaphor

most used at this time was that the principal's main function was to "establish and create a mission".

The literature of the 1990s indicates the impact of the social crises of the era. The literature of the 1990s reflects an increase in the amount of time spent on student activities from 11.76% in 1980s to 16.73% in the 1990s, while a slighter increase in also reflected in student behavior from 11.76% to 12.85%. District office time reached an all time high of 5.15%. The literature of this time focused on the lack of parent involvement as the most serious problem, followed closely by student apathy and poverty (NCES, 2001). The lack of any significant legislative impacts of this time is evident. Bifurcation points in the time period are not apparent.

In the early 2000s, a change in almost all areas is recorded in the literature. School management increased from the 1990s figure of 25.17% to 27.37%, Student activities increased from the previous decades 16.73% to 21.20%, and student behavior increased from 12.85% to 15.46%. The task area of personnel also revealed an increase from 14.33% to 16.77%. The only areas that showed a decrease were district office to 2.00%, program development to 5.67%, and professional development to 3.55%. Several major legislative actions impacted the school system at the beginning of the 21st century. According to Austin (2004), the GOALS 2000: Educate America Act was to encourage local school systems to help students reach their potential, increase parent involvement, and improve teachers' skills. Another goal was for every school to be safe for students to attend and learn. Then in 2002, the No Child Left Behind (NCLB) Act placed the responsibility of every child's success directly on the school and ultimately the school's administrator. According to NCLB, each state shall develop and implement an

accountability system that will ensure all Local Educational Agencies (LEAs) and schools make Adequate Yearly Progress (AYP) (United States Department of Education, 2006).

In addition to the legislative influences, principals also faced the challenges of a more diverse ethnic and racial population, an increase in the number of families at poverty level, and an increase in the number of single parent households (NCES, 2006). Other factors impacting a principal's job included an increase in home-schooled children, an increase in the special education regulations, an increase in required paperwork and documentation, and a decrease in the number of qualified candidates entering the teaching field (DiPaola & Tschannen-Moran, 2003; Kopkowski, 2006; NCES, 2006; Peoples, 2002; Phillips, 2001).

These influences are reflected in the change in percent of time that principals allocate to tasks. Additionally, one major change that was evident after examining the literature from the 1960s to the 21st century was the dramatic increase in the number of hours that principals work every week to accomplish the variety of responsibilities that are assigned to the administrative leader of a school. In the 1960s principals worked an average of 49.3 hours per week. From that time period, there was a gradual increase to the 1990s average of 52.8 hours per week, but the 21st century principal faced a dramatic time increase on the job to 61.1 hours per week. From this data, the legislative and social factors of the early 21st century appear to be major bifurcation points in administrative history.

Table 3

Percent of Time and Total Time Documented by Literature Review

Activity	1960s	1970s	1980s	1990s	2000s
School Management	36.73%	28.33%	30.18%	25.17%	27.37%
Student Activities	14.78%	17.00%	11.76%	16.73%	21.20%
Student Behavior	27.33%	7.50%	11.76%	12.85%	15.46%
Personnel	--	22.67%	19.55%	14.33%	16.77%
Program Development	--	--	11.24%	7.05%	5.67%
District Office	3.0%	2.00%	--	5.15%	2.00%
Community Relations	10.73%	3.67%	8.47%	3.97%	4.27%
Planning	--	2.5%	--	4.03%	4.60%
Professional Development	--	1.00%	6.2%	4.85%	3.55%
Unclassified for comparison	8.37%(Teach/Misc)	12.00%(Misc)	--	--	--
TOTAL HRS/WEEK	**49.3 hrs**	**51.3 hrs**	**46.1 hrs**	**52.8 hrs**	**61.1hrs**

Q2: How do principals currently allocate their time on administrative tasks?

The second set of data used in this study was obtained from Part II in the survey. The nine task areas considered for this study were: (a) school management, (b) personnel, (c) program development, (d) student activities, (e) student behavior, (f) planning, (g) community, (h) district office, and (i) professional development (NASSP, 1996). Means in each task area were utilized to establish the amount of time spent on each task.

Table 4

Mean Amount of Time (Hours/Week) in Nine Task Areas

	School Mangmnt	Person	Progm Develop	Student Activities	Student Behavior	Plan	Community Relations	District Office	Profess Develop	Other
Mean	12.2	11.1	6.0	8.9	7.7	4.2	2.6	3.1	3.0	0.5
Std. Dev.	8.29	6.37	4.24	5.83	6.33	2.88	2.01	2.68	2.77	2.27

The mean amount of time on task in Table 4 was summed to determine the total amount of time dedicated to the nine task areas plus the area labeled as "Other Activities." Principals reported a mean time on the job of 59.4 hours per week. The greatest amount of time was reported in the area of school management with a mean of 12.24 hours per week, while the least amount of time to a task area was reported to be 2.61 hours per week dedicated to the area of community relations.

Q3: Are there significant relationships between selected demographic data and the current amount of time being allocated to administrative tasks?

The data were obtained from Part I and Part II of the *McPeake Time Analysis Survey of Principals*. The relationship to time on task was done using the independent

variables of gender, age, grade levels of school, total school enrollment, community type, years of experience as a principal, and highest level of education. Independent t-tests, multiple correlations and ANOVAs were used to examine the relationships that exist between the dependent variables of the demographic characteristics and the independent variables of time on task measurement. Multiple correlations were utilized to predict the outcome from two or more independent variables (Salkind, 2004).

Gender to Time on Task Findings

Respondents to the *McPeake Time Analysis Survey of Principals* were composed of 102 females (42.1%) and 140 males (57.9%). The relationship between gender and the total time on task was analyzed using an independent t-test for significance which yielded an F-value of 3.524 with a probability of significance of 0.062, which was not statistically significant.   This relationship is presented in Table 5.

Table 5

T-Test of Gender to Total Time (Hours/week)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	817.607	1	817.607	3.524	.062
Within Groups	55677.696	240	231.990		
Total	56495.303	241			

For further clarification of the data, the bivariate correlation was used to determine the relationship between the principal's gender to the amount of time allocated to each of the nine task areas. The correlations and the significance are shown in Table 6. There were significance relationships found in the areas of school management, personnel, program development, and planning. Using the cross tabulation function of SPSS, the data revealed more specific details concerning the significant time on these

85

four task areas with respect to gender. The majority of time in the area of school management was 10.0 hours allocated by 80 principals (33% of the total respondents). These 80 principals were composed of 36 females (35% of the females) and 44 males (31.4% of the males). The majority of time in the area of personnel was 10.0 hours per week allocated by 73 principals (50.7%). These 70 principals were composed of 29 females (28.4% of the females) and 44 males (31.4% of the males).

In addition, the majority of time allocated to program development was 5 hours per week reported by 67 principals (27.6% of the total respondents). These 67 principals were composed of 29 females (28.4% of the females) and 38 males (27.1% of the males). The majority of time allocated to planning was clustered in the range of 2-5 hours. A total of 158 principals (65.3% of the total respondents) reported spending 2-5 hours per week on planning. Sixty-seven females (65.7% of the females) and 92 males (65.7% of the males) were found in this range of time.

There were no significant differences in the amount of time that administrators allocated to tasks based on gender. Correlations were found to exist in the areas of school management (10 hours), personnel (10 hours), program development (5 hours), and planning (2-5 hours).

Table 6

Correlation of Gender to the Nine Task Areas

	School Mangmnt	Personnel	Prog Develop	Student Activities	Student Behavior	Planning	Commun Relations	District Office	Prof Devel
Pearson Correlation	-.139*	-.237**	-.292**	.068	.059	-.168**	.000	-.100	-.113
Sig (2-tailed)	.031	.000	.000	.291	.364	.009	.995	.119	.079

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

The negative correlation of gender was significant in the task areas of school management, personnel, program development, and planning. This indicated that more females reported a greater amount of time on these areas than did males. Specifically, in the area of personnel, 2/3 of the males allocated less than the 10.0 hours, while ½ of the females spent more than the 10.0 hours on the area of personnel.

Age to Time on Task Findings

In Part I of the survey, the respondents were asked their year of birth. The responses were grouped into categories for comparison. There were 62 respondents in the category of 29 -44 years old (25.6%), 56 respondents in 45-50 years old (23.1%), 62 respondents in the 51-55 years old (25.6%), and 62 respondents were 56- 64 years old (25.6%). The relationship between age and the total time on task was analyzed using the ANOVA test, shown in Table 7, which yielded an F-value of 0.598 with a probability of significance of 0.617, which was not statistically significant.

Table 7

ANOVA of Principals' Age to Total Time

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	422.715	3	140.905	.598	.617
Within Groups	56072.587	238	235.599		
Total	56495.303	241			

For further clarification of the data, the bivariate correlations were analyzed to determine the relationship between the demographic of principals' age to the amount of time allocated to each of the nine task areas. The correlations and the significance are shown in Table 8. There was no significance noted for any of the nine task areas.

87

Table 8

Correlation of Principals' Age to the Nine Task Areas

	School Mangmnt	Person	Prog Develop	Student Activities	Student Behavior	Planning	Commun Relations	District Office	Prof Devel
Pearson Correlation	.112	.006	.026	-.036	.035	-.051	-.073	-.008	-.048
Sig (2-tailed)	.083	.931	.692	.577	.591	.432	.257	.898	.455

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

School Grade Levels to Time on Task Findings

In Part I of the survey, the respondents were asked to state the grade levels that attend their school. The respondents were grouped into three categories: (a) elementary for grades K-4 (not containing grade 8), (b) middle schools for schools that contain a grade, but not a grade 12, and (c) high school for any school that contains a grade 12 (WV Department of Education, 2006). There were 66 respondents in elementary schools (27.3%), 85 respondents in middle schools (35.1%), and 91 respondents in high schools (37.6%). The relationship between school grade levels and the total time on task was analyzed using the ANOVA, shown in Table 9, which yielded an F-value of 1.326 with a probability of significance of 0.268, which was not statistically significant.

Table 9

ANOVA of School Grade Levels to Total Time

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	619.892	2	309.946	1.326	.268
Within Groups	55875.410	239	233.788		
Total	56495.303	241			

For further clarification of the data, the bivariate correlations were analyzed to determine the relationship between the school's grade levels to the amount of time allocated to each of the nine task areas. The correlations and the significance are shown

in Table 10. There were significance relationships found in the areas of program

development and student activities. Using the cross tabulation function in SPSS, the data

revealed more specific details concerning the significant time on these two task areas.

The majority of time allocated to program development was 5 hours per week. This time

was reported by 18 elementary principals (27% of the elementary principals), 19 middle

school principals (22% of the middle school principals), and 30 of the high school

principals (33% of the high school principals). The majority of time allocated to Student

Activities was 5 hours by 12 elementary (18.2%) and 23 middle (27%) school principals,

while 27 high (29.6%) school principals reported allocating 10 hours per week to this

task area.

There were no significant differences in the amount of time that administrators

allocated to total time on tasks based on the school grade levels. Significant correlations

were found to exist in the amount of time in the areas of program development (5 hours)

and student activities (5 hours) in relation to school grade levels.

Table 10

Correlation of School Grade Levels to Nine Task Areas

	School Mangmnt	Personnel	Prog Develop	Student Activities	Student Behavior	Planning	Commun Relations	District Office	Prof Devel
Pearson Correlation	.038	.-.072	-.159*	-.227**	.004	-.053	-.020	.109	-.053
Sig (2-tailed)	.554	.265	.013	.000	.947	.408	.762	.091	.409

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

89

Student Population to Time on Task Findings

In Part I of the survey, the respondents were asked about the number of students currently enrolled in the school where they were serving as principals. These responses were then categorized into population ranges for the purposes of comparison. The data revealed 51 principals in schools of 90-400 students (21.1%), 49 principals in schools of 401-600 students (20.2%), 57 principals in schools of 601-800 (23.6%), 29 principals in schools of 801-1000 (12.0%), 13 principals in schools of 1001-1200 (5.4%), 29 principals in schools of 1201-2000 (12.0%), and 14 principals in schools of 2001-4200 (5.8%). The relationship between number of students in the school and the total time on task was analyzed using the ANOVA, shown in Table 11, which yielded an F-value of 0.226 with a probability of significance of 0.968, which was not statistically significant.

Table 11

ANOVA of Student population to Total Time

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	324.516	6	54.086	.226	.968
Within Groups	56170.786	235	239.025		
Total	56495.303	241			

For further clarification of the data, the bivariate correlations were analyzed to determine the relationship between the number of students attending the school to the amount of time allocated to each of the nine task areas. The correlations and the significance are shown in Table 12. There were significance relationships found in the areas of student behavior, planning, community relations, and district office. The use of the cross tabulation function in SPSS revealed more specific details concerning the

significant time on these four task areas. The majority of time allocated to Student

Behavior was 5 hours per week. This time was identified as the time allocated by a total

of 55 principals (22.7% of the total respondents). The 55 respondents consisted of 8

principals with a population of 90-400 students, 13 principals with a population 401-600,

14 principals with a population of 601-8000, 5 with a population of 801-1000, 2 with a

population of 1001-1200, 9 with a population of 1201-2000, and 4 with a population of

2001-4200.

Table 12

Correlation of Student Population to Nine Task Areas

	School Mangmnt	Personnel	Prog Develop	Student Activities	Student Behavior	Planning	Commun Relations	District Office	Prof Devel
Pearson Correlation	-.064	-.007	-.015	.048	-.135*	.169**	.132*	.165*	.042
Sig (2-tailed)	.323	.917	.811	.455	.035	.009	.040	.010	.519

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

In addition, the majority of time allocated to planning ranged from 2-5 hours per

week. A total of 159 principals (65.7% of the total respondents) reported this amount of

time being dedicated to planning. An interesting observation was that the majority of

schools with a population from 90-1000 reported 2 hours as the total time on task, while

schools with population from 1001-4200 reported 5 hours per week allocated to planning.

The majority of time allocated to the third task area of community relations was 2 hours

per week. Seventy-six principals (53.5%) reported that they dedicated 2.0 hours to

community relations. There were 14 principals with school population 90-400, 13 with

population of 401-600, 25 principals with 601-800, 8 principals with 801-1000 students,

4 principals with 1001-1200 students, 10 principals with 1201-2000 students, and 2 schools with 2001-4200 students.

The last area that revealed a significant correlation was the task area of district office. The majority of every student population group asserted that 2.0 hours per week were utilized in the district office task area. This total of 77 principals was composed of 16 principals with school population 90-400, 18 with population of 401-600, 19 principals with 601-800, 7 principals with 801-1000 students, 4 principals with 1001-1200 students, 9 principals with 1201-2000 students, and 4 schools with 2001-4200 students.

There were no significant differences in the amount of time that administrators allocated to tasks based on the number of students enrolled in the school. Significant correlations were found to exist in the areas of student behavior (5 hours), district office (2 hours), community relations (2 hours), and planning (2-5 hours). The negative correlation indicated in Table 12 also provided evidence that the larger the school population, the less amount of time the principal dedicated to student behavior. The utilization of assistant principals could explain this finding that principals with larger student populations allocate less time to discipline than in the smaller schools.

Type of Community to Time on Task Findings

In Part I of the survey, the respondents stated the type of community where their school was located. These responses were categorized as rural, suburban, or urban based on the principals' personal interpretations. The data revealed 117 principals considered their community to be rural (48.3%), 66 principals considered their community to be urban (27.3%), and 59 principals considered their school community to be suburban

(24.4%). The relationship between the type of community in which the school was located and the principals' total time on task was analyzed using the ANOVA, shown in Table 13, which yielded an F-value of 0.278 with a probability of significance of 0.758, which was not statistically significant.

Table 13

ANOVA of the Type of Community to Total Time

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	131.002	2	65.501	.278	.758
Within Groups	56364.300	239	235.834		
Total	56495.303	241			

For further clarification of the data, the bivariate correlations were used to determine the relationship between the types of community to the amount of time allocated to each of the nine task areas. The correlations and the significance are shown in Table 14. There were significance relationships found in the areas of student behavior and planning. The use of the cross tabulation function in SPSS revealed more specific details concerning the significant time on these two task areas. The majority of time allocated to student behavior was 5 hours per week. This time was identified as the time allocated by a total of 55 principals (22.7% of the total respondents). The 55 respondents consisted of 25 principals in a rural community (21.4% of the rural schools), 12 principals in an urban community (18.2% of the urban schools), and 18 principals in a suburban community (30.5% of the suburban schools).

The second area of significance was the task area of planning. The majority of time allocated was 2 hours which was reported by 55 principals, but this was followed closely by another group of 50 principals who reported allocating 5 hours per week to the task of Planning. The time of 2 hours was significant and was indicated by 32 rural

principals (27.4% of the rural schools), 15 urban principals (22.7% of the urban schools),

and 8 suburban principals (13.6% of the suburban schools).

There were no significant differences in the amount of time that administrators

allocated to tasks based on the type of community in which the school was located.

Significant correlations were found to exist in the areas of Student Behavior (5 hours) and

Planning (2 hours).

Table 14

Correlation of the Type of Community to Nine Task Areas

	School Mangmnt	Personnel	Prog Develop	Student Activities	Student Behavior	Planning	Commun Relations	District Office	Prof Devel
Pearson Correlation	-.090	.050	.051	-.054	-.176**	.159*	.119	.081	-.012
Sig (2-tailed)	.163	.438	.431	.399	.006	.013	.064	.212	.857

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Years of Experience as a Principal to Time on Task Findings

In Part I of the survey, the respondents were asked to state their years of

experience as a principal. These responses were separated into categories based on five-

year increments for purposes of analyzing the data. The data revealed 36 principals with

0-5 years experience (14.9%), 80 principals with 5.5-10 years experience (33.1%), 56

principals with 11-15 years experience (23.1%), 22 principals with 16-20 years

experience (9.1%), 26 principals with 21-25 years experience (10.7%), and 22 principals

with over 26 years experience (9.1%). The relationship between the number of years of

experience as a principal and the principal's time on task was analyzed using the

ANOVA, shown in Table 15, which yielded an F-value of 1.385 with a probability of

significance of 0.231, which was not statistically significant.

Table 15

ANOVA of the Principals' Experience to Total Time

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1610.385	5	322.077	1.385	.231
Within Groups	54884.918	236	232.563		
Total	56495.303	241			

For further clarification of the data, the bivariate correlations were analyzed to determine the relationship between the years of experience of the principal to the amount of time allocated to each of the nine task areas. The correlations and the significance are shown in Table 16. There was a significance relationship found in the area of school management. The use of the cross tabulation function in SPSS revealed more specific details concerning the significant time in this task area. The majority of time allocated to School Management was 10 hours per week. This time was identified as the time allocated by a total of 80 principals (33.1% of the total respondents). The 80 respondents consisted of 13 principals with 0-5 years of experience (36.1% of principals with same experience), 27 principals with 5.5-10 years of experience (33.8% with similar experience), 21 principals with 11-15 years of experience (37.5% with similar experience), 7 principals with 16-20 years of experience (31.8% with similar experience), 10 principals with 21-25 years of experience(38.5% with similar experience), and 2 principals with over 26 years of experience (9.1% with similar experience). Other aspects were revealed concerning school management: 22 principals (9.1% of the total respondents) reported spending 15 hours per week, 21 principals (8.7% of the total respondents) reported spending 20 hours per week, and 11 principals (4.5% of the total respondents) reported spending 30.0 hours per week.

There were no significant differences in the amount of time that administrators

allocated to tasks based on the years of administrative experience. Significant correlations

were found to exist in the area of School Management where principals reported

allocating 10 hours per week to this task area.

Table 16

Correlation of Principal's Experience to Nine Task Areas

	School Mangmnt	Personnel	Prog Develop	Student Activities	Student Behavior	Planning	Commun Relations	District Office	Prof Devel
Pearson Correlation	.186**	.091	.001	.057	-.086	-.018	.098	.043	-.010
Sig (2-tailed)	.004	.160	.991	.377	.182	.785	.128	.509	.873

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Level of Education of the Principal to Time on Task Findings

In Part I of the survey, the respondents were asked to state the highest level of

education that they have completed.   These responses were categorized as master's

degree, educational specialist (EDS), all but dissertation (ABD), or doctorate degree

(EDD/PHD). The data revealed 173 principals with master's degrees (71.5%), 38

principals had obtained educational specialist degrees (15.7%), 5 principals were ABD

(2.1%), and 26 principals had obtained a doctorate degree (10.7%). The relationship

between the level of education of the principal and the principal's time on task was

analyzed using the ANOVA, shown in Table 17, which yielded an F-value of 0.118 with

a probability of significance of 0.950, which was not statistically significant.

Table 17

ANOVA of Principals' Education Level to Total Time

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	83.856	3	27.952	.118	.950
Within Groups	56411.447	238	237.023		
Total	56495.303	241			

For further clarification of the data, the bivariate correlations were analyzed to determine the relationship between the principal's level of education to the amount of time allocated to each of the nine task areas. The correlations and the significance are shown in Table 18. There was a significant relationship found in the area of personnel. Using the cross tabulation function in SPSS, the data revealed more specific details concerning the significant time on this task area. The majority of time reported by 73 principals (30.2% of the total respondents) that was allocated to personnel was 10.0 hours per week. This time was reported by 52 principals with master's degrees (30.1% of master's degree principals), 10 principals with educational specialist degrees (26.3% of educational specialist Degrees), 10 principals with PHD/EDDs (38.5% of the PHD/EDDs), and 1 of the all but dissertation (ABD) principals (20% of the ABDs). Other interesting facts emerged including: 30 principals (12.4% of the total respondents) reported spending 15.0 hours per week, 24 principals (9.9% of the total respondents) reported spending 20.0 hours per week, and 6 principals (2.5% of the total respondents) reported spending 30.0 hours per week.

There were no significant differences in the amount of time that administrators allocated to tasks based on the principal's highest degree of educational level. Significant correlations were found to exist in the area of personnel where principals reported that 10 hours per week were dedicated to this task area.

Table 18

Correlation of Principals' Education Level to Nine Task Areas

	School Mangmnt	Personnel	Prog Develop	Student Activities	Student Behavior	Planning	Commun Relations	District Office	Prof Devel
Pearson Correlation	-.060	.205**	-.077	-.065	-.087	.063	.062	.031	.033
Sig (2-tailed)	.352	.001	.234	.313	.175	.332	.336	.630	.609

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Q4: Do principals perceive the legislative and societal changes in the early 2000s to have altered the amount of time allocated to administrative tasks?

In Part III of the survey, the respondents were asked to identify the changes in the amount of time spent on any task area that requires a different amount of time now than it did three years ago. The respondents were asked to estimate the change in time using the categories: "significant decrease", "slight decrease", "no change", "slight increase", and "significant increase." Values were assigned for the responses: "-2" for "significant decrease", "-1" for "slight decrease", "0" for "no change", "1" for "slight increase", and "2" for "significant increase." Frequency and percents were computed for each task area. The results are reported in Table 19. The reported areas of "significant increase" and "slight increase" were combined to be reported as "Increase" and the areas of "Decrease" were similarly combined.

Table 19

Mean Percent of Principals' Change in the Amount of Time in the Task Areas

	Decrease	No Change	Increase
School Management	12.4%	28.1%	57.5%
Personnel	9.5%	23.6%	64.8%
Program Development	6.2%	27.7%	64.0%
Student Activities	10.4%	49.2%	38.4%
Student Behavior	29.3%	38.0%	30.6%
Planning	7.4%	29.8%	60.8%
Community Relations	7.0%	48.3%	42.5%
District Office	8.7%	50.4%	38.8%
Professional Development	10.3%	34.7%	52.9%

When analyzing the data for each task area, a comparison of the sum of the percents of significant increase or slight increase revealed information about changes that have occurred in the last three years. The task areas that follow had reported the of increase for the last three year period: school management - 57.5%, personnel - 64.8%, program development - 64%, student activities - 38.4%, student behavior - 30.6%, planning – 60.8%, community relations- 42.5%, district office – 38.8%, and professional development - 52.9%.

From this data, it would appear that almost all of the nine task areas have had an increase in the amount of time being allocated to the areas. Four of the nine task areas were indicated to have less than a 50% increase, but all nine areas exhibited increase of

time above 35%. Principals do not state that any of the task areas have a significant decrease.

Q5: What legislative and societal issues in the early 2000s do principals perceive as the reasons for any changes in the time allocated to tasks?

An open response question was included in the last part of the survey. In this question, the respondents were asked to state what (if any) legislative or societal conditions may have contributed to changes in their allocation of time on tasks. The responses were summarized by the researcher utilizing regrouping, frequencies, and means. Of the 242 respondents, 93 respondents chose not to respond to this question along with 5 principals who had not been in the position long enough to discuss changes since 2000. Many of the respondents listed multiple reasons for the changes in their time in the nine task areas. To calculate the percent of the responses, 144 respondents were considered as the total.

Several of the categories of responses are associated with the mandates of the No Child Left Behind (NCLB) Act and will be included in the discussion of this category. Seventy-two principals (50%) stated that the No Child Left Behind Act was a direct cause of the increased amount of time being allocated to tasks. Along with this response, Adequate Yearly Progress (13%), accountability (18.8%), Highly Qualified Teachers (6.3%), and professional development (3.5%) were mentioned as having made an impact on the time on task. All of these categories could be directly associated with NCLB and its requirements.

Additionally, the following reasons and the corresponding percents were asserted by the respondents as the cause for changes in the time on tasks: Specific state initiatives

(22.9%), increased paperwork (16.6%), parental or family issues (12.5%), special

education or IDEA (6.9%), Safe Schools (6.9%), funding (6.9%), and English as Second

Language (ESL) students (5.6%). A response from two (0.014%) of the principals

reported that their time on task had dramatically changed since the events of Hurricane

Katrina. This response merits mentioning since all schools can be impacted

tremendously by events not classified under the guise of societal or legislative impact.

Ancillary Findings

The *McPeake Time Analysis Survey of Principals* provided information on

the current demographics of principals in the 16 state region of the SREB. The study

revealed the results presented in Table 20. The majority of elementary principals are

females (60.6%), while the majority of principals were males in middle school (60.0%)

and in secondary schools (69.2%). This indicates the trend of more females being

employed in administrative positions and more females entering the ranks of secondary

school administration.

Table 20

Frequency of Gender in Relation to School Level

		School Level			
		Elementary	Middle	High	Total
Gender	Female	40	34	28	102
	Male	26	51	63	140
Total		66	85	91	242

Summary

The analysis of the literature from the 1960s to the early 21st century revealed

bifurcation points in the time allocated to administrative tasks. One of the most

pronounced statistics was the consistent increase in the amount of time that principals

spent per week on the job from the 1960s to the 21st century. From the literature, the mean of time dedicated to the job was 49.31 hours in the 1960s with a high of 61.1 in the 2000s. The current study found the mean time worked by principals to be 59.4 hours per week.

Positive correlations were discovered in six of the seven demographic characteristics in relation to the nine task areas. The six demographic characteristics that had significant correlations were: gender, grade level, the number of students, the type of community, the principals' level of education, and the principals' experience. The following percent of respondents also reported that the task areas had an increase of time for the last three year period: school management - 57.5%, personnel - 64.8%, program development - 64%, student activities - 38.4%, student behavior - 30.6%, planning – 60.8%, community relations- 42.5%, district office – 38.8%, and professional development - 52.9%. The open ended question to determine the societal and legislative reasons for increase in the time on tasks indicated an agreement by 50% of the respondents that NCLB mandates had impacted their daily activities.

The ancillary findings revealed the demographics of the population were 42% female with the majority of principals in elementary schools being females (60.6%). The study also determined an increase in the number of females employed as principals in secondary schools.

CHAPTER FIVE

Summary, Discussion of Findings, and Recommendations

Chapter five includes a review of the population and sample, summary of the purpose, conceptual framework, and a synthesis of the data collected from the literature review and survey instrument. This chapter also includes an evaluation of the findings as related to the review of the past literature from the 1960s to the current time period. The implications, limitations, and recommendations for further study are also discussed.

Population and Sample

The population of this study (N=1950) consisted of principals in the 16 state region that participates in the Southern Regional Education Board (SREB). The *McPeake Time on Task Analysis* was distributed to 480 (n=480) principals in this 16 state region. The principals were employed in an elementary, middle, high, or combination public school and had more than two years experience as a school administrator. Of the 480 surveys, four were returned due to an incorrect mailing address or school closure, and one was returned due to the school district policy restricting participation in research. Finally, one survey was returned unanswered, apparently indicating the principal's desire not to participate in the study. After a second mailing four weeks after the initial mailing, a total of 242 usable surveys were obtained. This established a return rate of 51.05% which met the criteria determined as an acceptable response rate by Kerlinger and Lee (1999).

Summary of the Purpose

The purpose of the study was to determine the effect that legislative and societal changes have had on the tasks on which administrators focus their time. To understand

how these legislative and societal changes have affected the function of administrators, the current responsibilities and tasks of educational administrators were examined in relation to the historical responsibilities and tasks of school leaders. This information provided data on the current time-on-tasks of school administrators to determine if recent events and legislative mandates of the early 2000s have become a bifurcation point in educational leadership. The time-on-task of the administrators were surveyed to determine if changes have occurred to meet the demands of the current legislative priorities and if any of the changes have a relationship to the demographic data collected.

The following research questions were utilized to guide this study:

1. Since the 1960s, what are the major historical bifurcation points marking the changes in principals' time on task that were brought about by political and societal changes?

2. How do principals currently allocate their time on administrative tasks?

3. Are there significant relationships between selected demographic data and the current amount of time being allocated to administrative tasks?

4. Do principals perceive the legislative and societal changes in the early 2000s to have altered the amount of time allocated to administrative tasks?

5. What legislative and societal issues in the early 2000s do principals perceive as the reasons for any changes in the time allocated to tasks?

Conceptual Framework

The conceptual framework of this study was transformational leadership which is based on the concept of the leader being able to adapt and modify activities in order to meet the demands of the ever-changing profession. The data from this current study

104

indicates that principals have increased the total amount of time being required to accomplish the job. At the same time, principals have had to make decisions to modify the amount of time that is allocated to each of the nine task areas. Effective, transformational leaders must modify what they do on a daily basis to fully impact the school (Lezotte, 1991; Leithwood, 1994). The research does support the theory that principals follow the characteristics of a transformational leader due to the stringent and ever-changing restrictions placed on the profession.

Summary of Findings and Conclusions

This section details the findings and conclusions of the current study. The findings and conclusions in relation to each of the research questions will be summarized. The results for (a) the qualitative analysis of the literature from 1960s to the 21st century and (b) the quantitative results for the next four research question will be discussed.

Q1: Since the 1960s, what are the major historical bifurcation points marking the changes in principals' time on task that were brought about by political and societal changes?

While an increase in time from the 1960s to 1970s is reflected in student activities from 14.27% to 17.00%, there is also more time reported being dedicated to personnel issues (22.67%) than in any other decade. The literature of that time period reflects that many principals were impacted by the Education for all Handicapped Children Act of 1975.

In the 1980s, a significant increase in the amount of time spent in the area of program development also became a major task area that had not even been considered in previous literature. In this era, program development was reported as requiring 11.24%

of the time per week, the most hours reported during the time frame studied. Professional development also showed a marked increase from the 1970s to an all time high of 6.2% of the time per week. All of these increases could be attributed to references in the literature of that time period to the *Nation at Risk* (1983) report.

The literature of the 1990s indicates the impact of the social crises of the era. The literature of the 1990s reflects an increase in the amount of time spent on student activities from 11.76% in 1980s to 16.73% in the 1990s, while a slighter increase in also reflected in student behavior from 11.76% to 12.85%. Bifurcation points in the time period are not apparent.

In the early 2000s, a change in almost all areas is recorded in the literature. School management increased from the 1990s figure of 25.17% to 27.37%, student activities increased from the previous decades 16.73% to 21.20%, and student behavior increased from 12.85% to 15.46%. The task area of personnel also revealed an increase from 14.33% to 16.77%. The only areas that showed a decrease were district office to 2.00%, program development to 5.67%, and professional development to 3.55%. Several major legislative actions impacted the school system at the beginning of the 21st century. The GOALS 2000: Educate America Act (Austin, 2004) and the No Child Left Behind (NCLB) Act (NCLB, 2002) placed the responsibility of every child's success directly on the school and ultimately the school's administrator. In addition to the legislative influences, principals also faced the challenges of a more diverse ethnic and racial population, an increase in the number of families at poverty level, and an increase in the number of single parent households (NCES, 2006). Other factors influencing a principal's job included an increase in home-schooled children, an increase in the special

education regulations, an increase in required paperwork and documentation, and a decrease in the number of qualified candidates entering the teaching field (DiPaola & Tschannen-Moran, 2003; Kopkowski, 2006; NCES, 2006; Peoples, 2002; Phillips, 2001). Therefore, bifurcation points appear to exist at the beginning of the 2000s decade.

The change in percent of time that principals allocate to tasks was also demonstrated by the findings. The examination of the literature from the 1960s to the 21st century revealed the dramatic increase in the number of hours that principals work every week to accomplish the variety of responsibilities. In the 1960s principals worked an average of 49.31 hours per week. From that time period, there was a gradual increase to the 1990s average of 52.8 hours per week, but the 21st century principal realized a dramatic time increase on the job of 61.1 hours per week to accomplish their tasks as the school leader. This data also supported the conclusion that legislative and social factors of the 21st century appear to have created a major bifurcation point in administrative history.

Q2: How do principals currently allocate their time on administrative tasks?

The total time on task was determined by summing the nine task areas plus the area labeled as other activities. Principals reported a mean time on the job of 59.4 hours per week. The greatest amount of time was reported in the area of school management with a mean of 12.2 hours per week, while the least amount of time was reported to be 2.6 hours per week dedicated to the area of community relations. This finding suggests that principals' time on the job has become elevated to the maximum number of hours that are available in a week to work.

These findings are in accord with the findings of Valentine, Clark, Hackman, and

Petzko (2002) that 48% of middle level of principals worked more than 60 hours per

week. Schiff (2001) also reported that high school principals spent an average of 62.2

hours per week. In the task areas, Valentine et al. (2002) also discovered that School

Management required the most time of principals and that the task area of personnel

required the second most dedication of time.

Q3: Are there significant relationships between selected demographic data and the

current amount of time being allocated to administrative tasks?

The relationships that exist between the dependent variables of the demographic

characteristics and the independent variables of the time on task measurement were

analyzed. ANOVAs and independent t-tests were used to investigate the selected

demographic characteristics with the total time on tasks, while the correlations were

evaluated to determine significant relationships between the demographic characteristics

and the time on each of the nine task areas.

Gender to Time on Task Findings

The respondents were composed of 102 females (42.1%) and 140 males (57.9%).

The independent t-test yielded an F-value of 3.524 with a probability of significance of

0.062, which was not statistically significant.   This finding suggests that the gender of

the principal has no effect on the Total Time on the nine task areas. When the bivariate

correlation was analyzed to determine the relationship between the principal's gender to

the amount of time allocated to each of the nine task areas. There were significance

relationships found in the areas of school management, personnel, program development,

and planning. These findings indicated significant correlation between gender and the

amount of time allocated to the four task areas mentioned. The negative correlation

suggested that more females were likely to allocate a greater amount of time to these

same areas of school management, personnel, program development, and planning.

The findings from the current study support Howell's (1981) conclusion that, "the

bonds attaching principals to the office are growing stronger and stronger" (p. 334). In

respect to gender, Korporaal (1984) found significant differences were obtained when

time was compared with respect to gender. These findings agree with Schiff (2001) who

noted that women tended to spend more time on administrative activities than did men

(70 hours for females compared to 61 hours for males). The findings of the current study

agree with the findings of Cook (1998) who noted no differences in the amount of time

spent on tasks based on gender.

Age to Time on Task Findings

The ANOVA test yielded an F-value of 0.598 with a probability of significance of

0.617, which was not statistically significant.   This finding suggests that the age of the

principal has no effect on the Total Time on the nine task areas. The bivariate

correlations were analyzed to determine the relationship between the demographic of

principals' age to the amount of time allocated to each of the nine task areas. There was

no significance noted for any of the nine task areas. This finding suggests that there is no

correlation between the age of the principal and the amount of time allocated to each of

the nine task areas.

These findings support the studies done by Doud (1998) and Graham (1982) that

found no correlation between the principals' age and the amount of time dedicated to the

nine task areas. The results of the current study do not agree with the findings of

Korporaal (1984) where significant differences were found with respect to elementary principals' age and the amount of time allocated to the task areas.

School Grade Levels to Time on Task Findings

The ANOVA yielded an F-value of 1.326 with a probability of significance of 0.268, which was not statistically significant. This finding suggests that the school grade levels have no effect on the total time allocated by the principals. The bivariate correlations were analyzed to determine the relationship between the school's grade levels to the amount of time allocated to each of the nine task areas. There were significance relationships found in the areas of program development and student activities. The majority of principals allocated 5 hours per week to program development and 5 hours per week to student activities. These findings suggest there is a significant correlation between principals' school grade levels and the amount of time allocated to the two task areas of program development and student activities.

These findings support the study done by Booth, Bradley, Flick, Keough, and Kirk (1994). Booth et al. found that 62% of the principals reported spending more time to maintain school's programs than had been spent 5 years previously. Gaziel (1995) also supported this study's finding of a correlation of increased time on student activities when he determined that both groups of principals in his study reported spending an average of 13-16 hours extra during a 5-day school week.

Student Population to Time on Task Findings

The ANOVA yielded an F-value of 0.226 with a probability of significance of 0.968, which was not statistically significant. This finding suggests that the number of students in the school has no effect on the total time allocated by the principals. The

110

bivariate correlations were analyzed to determine the relationship between the student population to the amount of time allocated to each of the nine task areas. There were significant relationships found in the areas of student behavior, planning, community relations, and district office. The majority of time allocated to (a) student behavior was 5 hours per week, (b) planning ranged from 2-5 hours per week, (c) community relations was 2 hours per week, and (d) district office task area was 2.0 hours per week. These findings suggest there is a significant correlation between the student population and the amount of time allocated to the task areas of student behavior, planning, community relations, and district office. The negative correlation that was determined from the findings indicated that as the size of the school population increased the amount of time the principals allocated to student behavior actually decreased. This finding could be attributed to the utilization of assistant principals in larger schools to handle student behavior issues.

The findings of the current study agree with the findings of Cook (1998) and Schiff (2001) who noted no differences in the amount of time spent on tasks based on the size of the school enrollment. The task area where the data revealed a negative correlation was in student behavior where the principals of larger schools reported less time than principals in smaller schools. The time spent on the task area of community relations of 2 hours corresponds to the data reported in the Pavan and Reid (1990) study of principals. In the current study, the total amount of time dedicated to district office tasks is 50% less than the time reported by Gordon (1996). Gordon studied Missouri secondary school principals and determined their amount of time on district office tasks

was 3.9 hours per week. The time allocated to community relations in the Gordon study

was 1.9 hours which agrees with the finding of the current study.

Type of Community to Time on Task Findings

The ANOVA yielded an F-value of 0.278 with a probability of significance of

0.758, which was not statistically significant. This finding suggests that the type of

community has no effect on the total time allocated by the principals. The bivariate

correlations were analyzed to determine the relationship between the type of community

to the amount of time allocated to each of the nine task areas. There were significance

relationships found in the areas of student behavior and planning. The majority of

principals reported student behavior was allocated 5 hours per week and the task area of

planning was allocated 2 hours per week. These findings suggest there is a significant

correlation between the type of community and the amount of time allocated to the task

areas of student behavior and planning.

The findings of the current study agree with the findings of Cook (1998) who

noted no differences in the amount of time spent on tasks based on the type of community

in which the school is located. The current study indicates 5 hours of time dedicated to

student behavior and 2 hours of time allocated to planning, while the Ford and Bennett

(1994) study reported that Chicago urban principals indicated 10 hours of time per week

were dedicated to these task areas.

Years of Experience as a Principal to Time on Task Findings

The ANOVA yielded an F-value of 1.385 with a probability of significance of

0.231, which was not statistically significant. This finding suggests that the principals'

years of experience as an administrator has no effect on the total time allocated. The

bivariate correlations were analyzed to determine the relationship between the years of experience of the principal to the amount of time allocated to each of the nine task areas. There was a significance relationship found in the area of school management with 10 hours per week allocated. These findings suggest there is a significant correlation between the principals' years of experience and the amount of time allocated to the task areas of school management.

The findings of the current study do not agree with the findings of Graham (1982) who noted no significant correlations in the amount of time spent on tasks based on the years of experience of the principal. The current study did find a significant correlation in the task area of school management, although Korporaal (1984) found there were significant differences in the estimated time compared to the years of experience. The current study indicated 10 hours were allocated to school management which agrees with the Ford and Bennett (1994) study that stated Chicago principals allocated10 hours of time per week to school management.

Level of Education of the Principal to Time on Task Findings

The ANOVA yielded an F-value of 0.118 with a probability of significance of 0.950, which was not statistically significant. This finding suggests that the principals' level of education has no effect on the total time allocated. The bivariate correlations were analyzed to determine the relationship between the principal's level of education to the amount of time allocated to each of the nine task areas. There was a significant relationship found in the area of personnel. The majority of time reported for the area of personnel was 10.0 hours per week. These findings suggest there is a significant

correlation between the principals' level of education and the amount of time allocated to the task area of personnel.

The findings of the current study do not agree with the results from Graham (1982) who found there was not a statistically significant correlation between the level of the administrator's education and the amount of time allocated to the task areas. According to Cook (1998), principals with a bachelor's degree, master's degree, and doctorate degree reported the most hours in a week were allocated to personnel. In the Cook study, the only principal with a bachelor's degree reported 3 hours per week, 152 principals with master's degrees had a mean of 7.8 hours per week, 42 principals with educational specialist degrees reported 6.76 hours per week, and 9 principals with doctorate degrees reported a mean of 7.33 hours. This does reflect an increase in the amount of time allocated to the personnel based on the level of education of the principal. The summary of the data from the comparison of the demographic data to the total time on task and to the nine individual task areas provided details on the status of principals. Correlations were discovered in six of the seven demographic characteristics in relation to the nine task areas: gender, grade level, student population, type of community, level of education, and principals' experience. The negative correlations supported that principals of larger schools allocated less time to discipline and that females allocated more time to personnel, school management, program development, and planning.

Q4: Do principals perceive the legislative and societal changes in the early 2000s to have altered the amount of time allocated to administrative tasks?

The respondents were asked to identify the changes in the amount of time spent on any task area compared to three years ago. Frequency and percents were computed

for each task area. A comparison of the percents of increase for the last three year period indicated the following: school management - 57.5%, personnel - 64.8%, program development - 64%, student activities - 38.4%, student behavior - 30.6%, planning – 60.8%, community relations- 42.5%, district office – 38.8%, and professional development - 52.9%. These findings suggest that there has been a significant change in the amount of time principals perceive is allocated to each task area.

These findings agree with Cook (1998), Ford and Bennett (1994), and Schiff (2001) that principals continue to see increases in the amount of time required to do their job. Schiff (2001) states that one of the principal's most frustrating aspects of the job is not enough time to get the job done. In the Doud (1989) ten-year study of the K-8 principals, the respondents were asked to state how their roles have changed in the five years prior to the study. The selections for the Doud study were limited to "Increase", "No change", or "Decrease". The results were very similar to the current findings when analyzing the response of "Increase": building level authority/responsibility – 51.1% increase, curriculum development – 52.4% increase, development of instructional practices – 57.0% increase, fiscal decision making – 27.0% increase, personnel selection – 29.2% increase, personnel evaluation – 60.5% increase, and participation in district policy development – 26.6%.

Q5: What legislative and societal issues in the early 2000s do principals perceive as

the reasons for any changes in the time allocated to tasks?

The responses were summarized by the researcher utilizing regrouping, frequencies, and means. To calculate the percent of the responses, 144 respondents were considered

as the total. Several of the categories of responses are associated with the mandates of the No Child Left Behind (NCLB) Act and will be included in the discussion of this legislative issue. Seventy-two principals (50%) stated that the No Child Left Behind Act was a direct cause of the increased amount of time being allocated to tasks. Along with this response, Adequate Yearly Progress (13%), accountability (18.8%), Highly Qualified Teachers (6.3%), and professional development (3.5%) were mentioned as having made an impact on the time on task. The following reasons and the corresponding percents were asserted by the respondents as the cause for changes in the time on tasks: specific state initiatives (22.9%), increased paperwork (16.6%), parental or family issues (12.5%), special education or IDEA (6.9%), Safe Schools (6.9%), funding (6.9%), and English as Second Language (ESL) students (5.6%). These findings suggest that the No Child Left Behind Act has significantly impacted the principals' time on task and can be viewed as a bifurcation point in educational administration.

These findings agree with the results of Doud (1989) who found that 20% of the principals reported that "unsatisfactory student performance" was a major concern. Twenty percent of the principals surveyed listed the four major problems that could impact the profession as (a) providing programs for underachievers, (b) coping with state regulations and initiatives, (c) meshing instruction with special academic programs, and (d) involving parents in schools. Principals in Chicago urban schools reported that activities which resulted from school reform were the most taxing and time intensive (Ford & Bennett, 1994). Milyard (2005) had 105 out of 180 surveys of New Mexico principals returned with written comments added to the survey. These comments were categorized into 10 major themes that resulted in changes in the time allocated to task

areas. The resulting concerns of these elementary principals support the findings of the current study. The common themes of the Milyard study were (a) poor design of the accountability system (37.1%), (b) negative effects of testing and rating on minorities (18.1%), and (c) the limited scope of testing and using only one measurement (15.2%).

Ancillary Demographic Findings

The study revealed the majority of elementary principals are females (60.6%), while the majority of principals were males in middle school (60.0%) and in secondary schools (69.2%). This continues to support the trend of more females being placed in administrative positions and more females entering the ranks of secondary school administration.

In the Schiff study (2001), the secondary principals were 20% females and 80% males. This compares to the Doud (1989) study of K-8 principals which found 20.2% females and 79.8% males. DiPaola and Tschannen-Moran (2003) utilized a mail survey with 1543 respondents to determine the demographics of principals in the state of Virginia. Their sample was almost evenly mixed between women (51%) and men (49%). Elementary principals were 62% women and 38% men, while middle school principals were 62% men and 38% women. High school principals in this 1989 study numbered 71% men and 29% women. This increase in the number of women entering the administrative profession was supported by the results of the current study. The current study determined that of the 66 elementary respondents, 60.6% were females and 39.4% were males. The current study also noted that the 85 middle level principals were composed of 40% females and 60% males. A similar finding for the 91 secondary principals reflected 30.8% females and 69.2% males.

117

Summary

Regardless of the demographic characteristics, commonalities of the principal's responsibilities transcend decades of changes. Current principals indicated their time on task had continued to expand to the limits of available hours that can be worked in a week. This continuous expansion of the roles and responsibilities of school administrators must be examined for the survival of the profession. The complexity of the profession must be recognized and these professionals must be offered assistance in the quest to provide quality education for all students.

The analysis of the literature from the 1960s to the 21st century revealed bifurcation points in the time allocated to administrative tasks. One of the most pronounced findings was the consistent increase in the total amount of time that principals spend per week from the 1960s to 2007. Bifurcation points in educational administration were identified as occurring in the 1970s, 1980s, and early 2000s. The literature review demonstrated the mean time dedicated to the job was 49.31 hours in the 1960s and had risen to 61.1 hours in the early 2000s. The current study found the mean time worked by principals to be 60.3 hours per week. Positive correlations were discovered in six of the seven demographic characteristics in relation to the nine task areas: gender, grade level, student population, type of community, level of education, and principals' experience. The percent of increase in time for the last three year period was: school management - 57.5%, personnel - 64.8%, program development - 64%, student activities - 38.4%, student behavior - 30.6%, planning – 60.8%, community relations- 42.5%, district office – 38.8%, and professional development - 52.9%. Fifty percent of the respondents pointed to the mandates of No Child Left Behind as a cause for the increase in time on task. In

this study, 60.6% of the elementary respondents were females, while 60% of the 85

middle level principals and 69.2% of the 91 secondary principals were male.

Implications

This study has implications for theory and future research in educational

leadership. This section is based on the insights gained through the research involved in

this study. The researcher suggests the following implications to superintendents, boards

of education, school district leadership, and fellow administrators.

Due to the increasing demands on principals, district and state officials should

provide more staff development to assist principals in acquiring time management skills.

Even more experienced principals should be provided with ongoing professional

development to assist in the time management of the increased responsibilities associated

with the accountability of federal legislation and societal issues.

As evidenced by the Kentucky State Action for Educational Leadership (SAELP,

2003), school administrators can be assisted by hiring designated building managers to

handle managerial duties. The designated building managers will allow principals to

concentrate on the mandates of school improvement and the critical instructional

components of curriculum and personnel.

Additionally, more time should be built into the school calendar to provide

principals designated time to interact with school personnel. This extra time is essential

for the administrator to perform a quality job with the school staff. This designated time

would allow for interactions without the constant interruptions that occur in an

administrator's job. This would also allow for staff development to in-service teachers on the constantly changing regulations and policies.

Principal preparation programs should be designed to include opportunity for observation of principals' time on task. The programs should recognize the need for potential principals to develop the skills to prioritize and plan for the many functions that will be performed as the school leader. Higher education can utilize the data from this study to expand the current programs to include components to meet the needs of these professionals.

Policy makers and legislators are provided evidence of the influence of their actions on the professional responsibilities of educational administrators. Many times those who enact educational legislation are not aware of the actual effect of their actions on the daily functions of those involved in the school setting. The data may assist policy makers in justifying an increase in support services for school administrators.

Recommendations for Further Research

Based on the findings of this study, the following recommendations are made for further research:

1. Implementation of a longitudinal study to document principals' time on task at the various times of the school year.

2. Construction of a time analysis study to directly observe and classify the principals' time on task.

3. Expansion of the study to include all fifty states and to continue this study of inclusion of all grade levels of schools.

4. Expansion of this study to include private schools at all grade levels.

5. Investigation of principals' time on task at schools that did meet AYP compared to schools that did not meet AYP.

6. Examination of principals' time on task based on other demographic characteristics (ethnicity of the school population, length of school year, socio-economic status).

7. Replication of this study of principals' time on task after the modifications to No Child Left Behind Act or the enactment of other legislative mandates.

8. Investigation of principals' time on task after societal changes that may occur in the next decade.

9. Implementation of a study with quantitative and qualitative designs to investigate the amount of time that principals dedicate to administrative tasks.

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128

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Appendices

Appendix A

McPeake Time Analysis Survey

Time Analysis Survey of Principals

The following questions concerning your personal and school information are to allow a more complete assessment of the status of administrators.

PART I – Personal Data
Please indicate the following information related to you personally: (answer N/A if appropriate)

1	Sex: _____	
2	Year of Birth: _____	
3	Total years of professional experience in <u>education:</u>	_____ yrs
4	Number of years of experience as a <u>classroom teacher</u>	_____ yrs
5	Number of years of experience as a <u>guidance counselor</u>	_____ yrs
6	Number of years of experience as an <u>assistant principal</u>	_____ yrs
7	Number of years of experience as a <u>principal</u>	_____ yrs
8	Number of years of experience as <u>other professional</u>	_____ yrs
9	Highest level of <u>educational attainment</u>	_____ ___

PART II – School Data
Please indicate the following information related to your school:

10	Grade levels attending your school: _____ -- _____		
11	Total school student enrollment: _____ students		
12	Percent of students receiving free and reduced lunch: _____ %		
13	How many other administrative positions does your school have? _____		
14	How many <u>assistant principals</u> does your school have? _____		
15	How many <u>deans</u> does your school have? _____		
16	How many <u>counselors</u> does your school have? _____		
17	How many athletic directors does your school have (not counted as an AP above)? _____		
18	Would you classify your school attendance area as:	Rural ☐	Urban ☐	Suburban ☐

PART III – School Classifications	
Please indicate the following information related to your school's classifications:	
(Check all that apply)	
1 **Title I** ☐	
9	
2 **Exemplary** ☐	
0	
2 **School of Excellence** ☐	
1	
2 **Meeting Adequate Yearly Progress** ☐	
2	
2 List any other relevant classifications. _____	
3 _____	

PART IV - Task Analysis	
Please estimate the number of hours that you spend on each activity during a typical week. Due to the nature of your job, it is understood that you may work more than 40 hours per week.	

TASK AREAS	HOURS Per Week
2 **School Management** (Office duties, building maintenance, budget finance, etc.) **4**	
2 **Personnel** (Supervision, evaluations, staff development discussions, grievances, etc) **5**	
2 **Program Development** (Scheduling, planning, selecting materials, **6** testing/evaluation, lesson plans)	
2 **Student Activities** (Athletics, supervision {lunch, yard, bus}, programs, plays, **7** field trips, etc)	
2 **Student Behavior** (Discipline, parent conferences, Informal visits, counseling, etc) **8**	
2 **Planning** (County and district planning sessions, department meetings, curriculum **9** meetings, etc)	
3 **Community Relations** (Civic organizations, media discussions, PTO, parent groups) **0**	
3 **District Office** (District meetings, meetings with supervisors, principal meetings, **1** etc)	
3 **Professional Development** (Conferences, Self-improvement planning, Professional **2** readings)	
3 **Specify Any Other Activities**: **3**	

Task Areas	Change in Time Spent				
	Significant Decrease	Slight Decrease	No change	Slight Increase	Significant Increase
School Management	□	□	□	□	□
Personnel	□	□	□	□	□
Program Development	□	□	□	□	□
Student Activities	□	□	□	□	□
Student Behavior	□	□	□	□	□
Planning	□	□	□	□	□
Community Relations	□	□	□	□	□
District Office	□	□	□	□	□
Professional Development	□	□	□	□	□

PART V– Changes in Administrative Time

The nine task areas of administrative responsibility are listed. Please judge whether your time on the task has shown any change over the last three years. Please check the most appropriate description to classify the amount of change in the time spent on each area.

In the last 3 years, what (if any) legislative initiatives and/or societal conditions have contributed to changes in your time allocation to tasks?

Please return to: Jacquie McPeake at Woodrow Wilson High School, 400 Stanaford Road, Beckley WV 25801.

Appendix B

Cover Letter: First Mailing

MARSHALL UNIVERSITY

Graduate College
School of Education & Professional Development
Office of Doctoral Programs

October 15, 2006

Dear Principal:

I am currently pursuing my doctoral degree at Marshall University Graduate School in Educational Leadership. I am also a practicing administrator at a high school in West Virginia. As an assistant principal, I know firsthand that your time is valuable and limited, but I am requesting your assistance in this research study by providing information on how you dedicate your administrative time.

The purpose of my dissertation is to determine the amount of time that administrators spend on nine selected task areas. The survey is designed to determine the weekly amount of time spent on the tasks, along with any increase in the amount of time being spent in the last 3 years. Participation in this study is voluntary and anonymous. There is no penalty if you choose not to participate or withdraw. You may choose not to answer any question by simply leaving it blank.

I hope that the 15 minutes it will take you to complete the survey will lead to a better picture of the status of the administrative profession. The data collection instrument for my study is the *McPeake Time Analysis Survey of Principals* that I have enclosed. I have also included a self-addressed stamped envelope. The return envelopes will be numbered for tracking purposes only. The numbered envelopes will be separated from the surveys and destroyed. Returning the survey indicates your consent for the use of the answers you supply. I would appreciate your assistance in completing my dissertation. Please return the completed survey as soon as possible.

Thank you in advance for your participation. If you have any questions or suggestions concerning the study, please contact me at jmcpeake@charter.net, or (304) 255-4625. Please retain this cover letter for your records. For any questions pertaining to your rights as a participant, you may contact the Marshall University Office of Research Integrity at (304) 696-4303.

Sincerely,

Jacqueline McPeake
Marshall University Graduate College
Charleston, WV

MU IRB

IRB APPROVAL EXPIRES
OCT 5 2007

OCT 6 2006

APPROVED

Appendix C

Cover Letter: Follow Up Mailing

Graduate College
School of Education & Professional Development
Office of Doctoral Programs

November, 2006

Dear Principal:

Several weeks ago, you received in the mail the *McPeake Time Analysis Survey for Principals*. As of this date, I have not received your response to the survey. In case you have misplaced the survey and the return stamped envelope, I am including another survey and stamped return envelope. Your responses are critical for the completion of this research study.

The survey is designed to determine the weekly amount of time spent on the tasks, along with any increase in the amount of time being spent in the last 3 years. Participation in this study is voluntary and anonymous. There is no penalty if you choose not to participate or withdraw. You may choose not to answer any question by simply leaving it blank. The return envelopes will be numbered for tracking purposes only. The numbered envelopes will be separated from the surveys and destroyed. Returning the survey indicates your consent for the use of the answers you supply.

As a fellow administrator, I realize the demands on your time, but I hope that you will take 15 minutes to complete this survey. This research study will provide valuable information on the status of school administrators. The results will be reported in my dissertation and in professional journals. Please complete the survey and mail it today.

Thank you in advance for your participation. If you have any questions or suggestions concerning the study, please contact me at jmcpeake@charter.net, or (304) 255-4625. Please retain this cover letter for your records. For any questions pertaining to your rights as a participant, you may contact the Marshall University Office of Research Integrity at (304) 696-4303.

Sincerely,

Jacqueline McPeake
Marshall University Graduate College
Charleston, WV

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MU IRB

OCT 6 2006

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Appendix D

Sampling Calculation Based on

Elementary School Numbers in Each State

Appendix D

Calculation of the Number of Schools to Survey

State	Elementary schools	% Total	Sample size	No.in random sample
Alabama	611	4	160	7
Arkansas	553	3.4	160	6
Delaware	92	0.006	160	1
Florida	1632	10.2	160	16
Georgia	1232	7.7	160	12
Kentucky	794	5	160	8
Louisiana	710	4.4	160	7
Maryland	826	5.2	160	8
Mississippi	427	2.6	160	4
North Carolina	1240	7.8	160	13
Oklahoma	1009	6.3	160	10
South Carolina	573	3.6	160	6
Tennessee	904	5.7	160	9
Texas	3789	23.8	160	38
Virginia	1110	7	160	11
West Virginia	431	2.7	160	4
Total	15933			160

CURRICULUM VITAE

JACQUELINE ANN MCPEAKE
mcpeake2@marshall.edu

Education

Marshall University Graduate College, Charleston, WV
Doctor of Education in Educational Leadership, 2007

Marshall University Graduate College, Charleston, WV
Educational Specialist in Leadership Studies, 2006

West Virginia Graduate College, Institute, WV
Master's Degree Educational Leadership, 1996

Fairmont State College, Fairmont, WV
Bachelor of Arts in Secondary Education,
Majors: Mathematics and Social Studies Comprehensive, 1979

Woodrow Wilson High School, Beckley, WV, 1976

Experience

2001- Present	Assistant Principal, Woodrow Wilson High School, Beckley, WV
2004- Present	Part Time Faculty, Marshall University Graduate College, South Charleston, WV
1999 – 2001	Principal, Piney View Elementary, Piney View, WV
1995 – 1999	Mathematics Teacher, Independence High School, Coal City, WV
1990 – 1995	Mathematics Teacher, Woodrow Wilson High, Beckley, WV

Honors

Gertrude Roberts Scholarship Recipient, Kappa Delta Gamma State Scholarship, 2005
Independence High School Teacher of the Year, 1999
Raleigh County Teacher of the Year, 1999