THE UNIVERSITY OF MANITOBA

THE COMPETENCIES DESIRED FOR VICE-PRINCIPALS

IN MANITOBA JUNIOR HIGH SCHOOLS

by

DENNIS DAVID PELISEK

A Thesis

Submitted to the Faculty of Graduate Studies in Partial Fulfillment

of the Requirements for the Degree of

Master of Education

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

WINNIPEG, MANITOBA

JUNE, 1976

"THE COMPETENCIES DESIRED FOR VICE-PRINCIPALS

IN MANITOBA JUNIOR HIGH SCHOOLS"

by

DENNIS DAVID PELISEK

A dissertation submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
of the degree of

MASTER OF EDUCATION

© 1976

ABSTRACT

In order to develop the study one primary and one secondary problem were investigated. The primary problem considered in the study was the identification of the competencies desired for vice-principals in Manitoba junior high schools as reported by a sample of Manitoba junior high school vice-principals, principals, and superintendents. A secondary problem considered in the study was the resolution of whether there were significant differences in perception within the sample population with regard to the areas of competence determined as being desirable for vice-principals in Manitoba junior high schools in terms of the respondent background variables: position, age, level of education attained, years of administrative experience, and a career v. non-career view of the junior high school vice-principalship.

The review of the related literature and research, which examined research and professional literature dealing with vice-principalships in American junior high and secondary schools since limited information was available concerning vice-principalships in Canadian junior high schools, provided the rationale for the study as well as an adequate background on the vice-principal's reported and recommended duties, responsibilities, and areas of involvement from which representative competencies were constructed for the survey instrument. The mail survey questionnaire employed to obtain the data for the study resulted in a total usable response of 85.2 per cent.

The analysis of the data included (1) principal factor analysis to determine the common competencies desired for vice-principals in Manitoba junior high schools, (2) a descriptive analysis of the distribution of responses to the competency statements that had loaded significantly ($\pm.45$ or higher) within a factor, (3) identification of the ten highest and ten lowest mean-ranked competency statements, and (4) one-way classification analysis of variance to test the null hypothesis that there was no significant difference between the means of the subgroups of the respondent background variable under analysis.

In regard to the primary problem considered in the study the results of the analysis of the data revealed (1) that fifty-one competency statements clustered within seven factors entitled Instructional Processes, Intra-Personal/Interpersonal, General School Administration, Communicative Processes, Personnel Management, Administration for Instruction, and Administration of Division Policy, (2) that a majority of the respondents agree vice-principals in Manitoba junior high schools should have complete proficiency in seven and considerable proficiency in thirty-seven competencies, and (3) that item 14: "The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and professional matters" was the highest mean-ranked competency statement.

In regard to the secondary problem considered in the study the results of the analysis of the data revealed that in general few significant differences (.05 level) existed between the sub-groups of the respondent background variables and the areas of

v

competence determined as being desirable for vice-principals in Manitoba junior high schools.

In general, it was concluded that the seven factor solution of fifty-one competency statements provided a meaningful definition of competence which reflected an idealized position of professional and administrative status. Essentially, the vice-principal's role was perceived as that of an educational leader, proficient in intra-personal and interpersonal values and skills, whose primary area of concern was in the instructional functions of the school.

Lastly, recommendations were offered to (1) utilize the findings of the study and (2) expand the study.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

TABLE OF CONTENTS - <u>Continued</u>

LIST OF TABLES

CHAPTER I

INTRODUCTION TO THE STUDY

I. BACKGROUND: THE VICE-PRINCIPALSHIP

The emergence and growth of the position of assistant or

vice-principal has been viewed as a response to the demands that

have been placed on the principalship as a result of the increasing

complexity of school management. There is general agreement that

the position's continuing usefulness lies in providing professional

administrative assistance to the principal in the discharge of his

duties and responsibilities. This section, in serving as an

introduction to the study, reviews the factors believed to be

responsible for the emergence and growth of the vice-principalship.

Both Jarrett and Hurley reported that with the growth in

size of secondary schools had come the necessity of providing the

principal with professional assistance.[1] Gruhn and Douglass stated:

"... the rapid developments in junior high school and middle school

education in recent years have increased the need for a competent

staff of administrative assistants to the principal."[2] In particular,

---

[1]Richard W. Jarrett, "The Activities of the Assistant Principal
in Secondary Schools," The Bulletin of the National Association of
Secondary-School Principals 42 (September 1958):28; Leo Hurley,
"Educational Leader or Hatchet Man," The Bulletin of the National
Association of Secondary-School Principals 49 (January 1965):12.

[2]William T. Gruhn and Harl R. Douglass, The Modern Junior High
School, 3d ed. (New York: The Ronald Press Company, 1971), p. 356.

Cantley mentioned increasing enrollments, larger facilities, new

educational materials, curriculum development, public relations, and

social services as the factors that had created the need for

additional administrative personnel within schools.

Bradford believed that the lack of administrative assistants

tended to place too much personal responsibility on the principal.

According to Davis and Moore, the employment of properly qualified

assistant principals would "... help solve the problem of providing

adequate professional leadership and supervision while not neglecting

the administration of the school." Michaels agreed: "It's 'raison

d'etre' was to free the principal from overwhelming duties so that

he could provide leadership for the entire school program." Lowery

stated: "The very fact that the position of the vice-principal exists,

indicates that the principal should delegate part of his responsibilities

to the vice-principal." Howard and Stoumbis were even more explicit

in stressing: "A good principal learns to delegate responsibility,

[1]Bruce A. Cantley, "The Role of the Assistant Principal in California Junior High Schools" (Ed.D. dissertation, University of Southern California, 1972; Ann Arbor, Mich.: University Microfilms, 17457, 1972), p. 1.

[2]James L. Bradford, "Administrative Organization of Selected Junior High Schools" (Master's thesis, University of Utah, 1964), p. 92.

[3]E. Dale Davis and John Moore, "The Assistant Principal in the Junior High School," The Bulletin of the National Association of Secondary-School Principals 49 (January 1965):2.

[4]Melvin L. Michaels, "The Role of the Assistant Principal," The Bulletin of the National Association of Secondary-School Principals 49 (January 1965):8.

[5]Richard E. Lowery, "Where's the duty line between principal and vice-principal?" School Progress 36 (February 1967):26.

authority, and work."[1]

In this regard, Holland warned: "... without adequate assistance the principal will, in spite of himself, neglect some phase of his school."[2]   And Hurley noted: "The secondary principal's responsibilities are so all embracing and so time consuming he should welcome the opportunity to involve his assistant ..."[3]

Coppedge believed that the position was of most value when it identified with the duties of the principal.[4] Rankin, however, claimed: "The principal needs more than an assistant, he needs someone with the philosophical and educational decision-making concepts similar to his to act for him."[5]   Finally, Childress stressed: "The assistant principal must be recognized as a member of the administrative team and as an individual who has certain competencies which will strengthen the school and its program."[6]

---

[1]Alvin W. Howard and George C. Stoumbis, The Junior High and Middle School: Issues and Practices (Scranton: Intext Educational Publishers, 1970), p. 74.

[2]Bertram H. Holland, "The Principal's Administrative Team," The Bulletin of the National Association of Secondary-School Principals 52 (November 1968):56.

[3]Hurley, "Educational Leader or Hatchet Man," p. 14.

[4]Floyd L. Coppedge, "New Image of the Assistant Principal," The Clearing House 42 (January 1968):284.

[5]Donald L. Rankin, "A Unified Approach to Administration," The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):73.

[6]Jack R. Childress, "The Challenge of the Assistant Principalship," The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):6.

This section, in serving as an introduction to the study, has reviewed the factors believed to be responsible for the emergence and growth of the vice-principalship. The next section provides the rationale of the study.

II. RATIONALE OF STUDY

The purpose of this section is to present the rationale of an investigation into the junior high school vice-principalship and a definition of competence for the position.

Rationale of the Area of Investigation

In support of the study the review of the related literature and research revealed:

1. Limited research on the vice-principalship

2. Recommendations for continued research to better define the position

3. Support for the general nature of the study

Limited Research on the Vice-Principalship

Despite the basic purpose and outlined usefulness of the vice-principalship as documented in section I, the review of the related literature and research for the study revealed the existence of limited research and professional literature concerning vice-principalships in Canadian junior and senior high schools. Similar findings have also been reported with regard to vice-principalships in American junior and senior high schools.

Austin and Brown, after their review of the literature on the assistant principalship, reported that the assistant principal "... has been a forgotten stepchild so far as administrative study and research are concerned."[1] Kindsvatter and Tosi also reported: "... the assistant principal is quite decidedly the forgotten man in education literature; he is seldom the topic of the professional writers' concern."[2] Davenport stated: "The role of the assistant principal has never been studied in great detail."[3] In like manner, Robertson wrote: "Very little information can be found in professional literature dealing specifically with the duties and responsibilities of assistant principals in junior high schools."[4]

Brooks[5] believed that the lack of attention towards the vice-principalship was particularly significant when continued review and clarification of a position were procedures recognized as being basic to sound administrative practice. Accordingly, it was not

[1]David B. Austin and Harry L. Brown, Jr., Report of the Assistant Principalship, Volume 3: The Study of the Secondary-School Principalship (Washington: National Association of Secondary-School Principals, /1970/; Bethesda, Md.: ERIC Document Reproduction Service, ED 053 449, 1971), p. 9.

[2]Richard Kindsvatter and Donald J. Tosi, "Assistant Principal: A Job in Limbo," The Clearing House 45 (April 1971):457.

[3]Gregory M. Davenport, "The Perceived Roles and Job Satisfaction of the Assistant Principal in Two Selected Michigan School Districts" (Ph.D. dissertation, University of Michigan, 1973; Ann Arbor, Mich.: University Microfilms, 3605, 1974), p. 1.

[4]Benjamin R. Robertson, "The Duties and Responsibilities of the Junior High School Assistant Principal in Pennsylvania" (Ed.D. dissertation, University of Pittsburg, 1969; Ann Arbor, Mich.: University Microfilms, 19676, 1969), p. 1.

[5]James D. Brooks, "The Assistant Principalship in Public Secondary Schools in Texas" (Ed.D. dissertation, Baylor University, 1970; Ann Arbor, Mich.: University Microfilms, 23998, 1970), p. 7.

unexpected that after Bagdonas reported that little research had been

accomplished concerning the junior high school vice-principal Davis

and Moore concluded that his role had developed in many instances

"... on the basis of expedience rather than sound principles of

organizational and personnel administration."[2]

In view of the apparent limited research on the vice-

principalship, it is doubtful that the position has achieved its

potentiality in providing assistance to the principal. Moreover,

a reaction can be identified in the related literature and research

in support of a clearer definition of the position.

<div align="center">

Recommendations for Continued Research
to Better Define the Position

</div>

Sorensen, Woznick, Goddard, Roberts and Hawkes each reported

the need for continued study in order to better define the position

and determine the emerging role of the assistant principal.[3]

---

[1]Albert A. Bagdonas, "The Duties and Responsibilities of the Des Moines Junior High School Vice-Principals" (Master's field report, Drake University, 1960), p. 14.

[2]Davis and Moore, "The Assistant Principal in the Junior High School," p. 1.

[3]Lincoln B. Sorensen, "Duties and Functions of the Assistant Principal in Secondary Schools of Selected School Districts in the State of Utah" (Master's thesis, Brigham Young University, 1960), p. 65; Gregory Woznick, "The Duties and Responsibilities of Vice-Principals in Selected California Schools" (Master's thesis, Fresno State College, 1961), p. 1; Garrett B. Goddard, "The Assistant Principal - Understudy or Partner in Professional Leadership," The Bulletin of the National Association of Secondary-School Principals 46 (September 1962):31; John B. Roberts, "A Role Definition of Secondary School Assistant Principals in Washington County, Virginia" (Master's thesis, East Tennessee State University, 1966), p. 56; Hawkes, "The Vice-Principal," p. 9.

1
Specifically, Gearing recommended that individual school systems and

state associations of secondary school principals ought to examine

their philosophy and the role of the assistant principal and provide

a definite direction for the position's development. Gallimore,

Kindsvatter and Tosi believed that a stricter definition of the

position was required as it became a career rather than just a

2
stepping stone to the principalship.

Both Van Haren and Null mentioned the need for more information

3   4
about the junior high school vice-principal. Specifically, Null

recommended that careful study be made of the duties that had been

assigned to the assistant principal to ensure that wise use was

being made of his professional talents. This view was also shared

by Austin and Brown who concluded: "More attention than is now

evident ought to be given to the designing of those second-level

5
administrative positions and to preparing men and women for them."

1Paul F. Gearing, "The Role of the Assistant Secondary School Principal" (Master's thesis, University of Tennessee, 1966), pp. 46-47.

2Ken Gallimore, "The Role of the Vice-Principal," Comment on Education 3 (October 1972):10; Kindsvatter and Tosi, "Assistant Principal: A Job in Limbo," p. 460.

3John R. Van Haren, "The Role of the Vice-Principal in Selected Wisconsin Junior High Schools" (Master's thesis, Winona State College, 1968), p. 51; Don A. Null, "The Junior High School Assistant Principalship in Indiana" (Ed.D. dissertation, Indiana University, 1970; Ann Arbor, Mich.: University Microfilms, 23374, 1970), p. 1.

4Null, "The Junior High School Assistant Principalship in Indiana," p. 185.

5Austin and Brown, Report of the Assistant Principalship, 3:36.

[1]Cantley, who reported that the duties and functions of the assistant principal in general and the junior high school assistant principal in particular were rather vague and without clear delineation, stressed that a clearly defined concept of the position was necessary for its future development.

The purpose of the study, the identification of the competencies desired for vice-principals in Manitoba junior high schools, will provide a meaningful definition of the position and serve as an initial step towards a clearer and more comprehensive definition of the position in Manitoba junior high schools.

Support for the General Nature of the Study

Several researchers have also expressed support for the general nature of the study.

[2]Bradford stated that a study to clarify the duties of administrators would be helpful to people entering administration. McGlasson and Pace pointed out: "Junior high school and middle school administrators can gain much when they are aware of research studies that impinge closely on their role as educational leaders."[3]

---

[1]Cantley, "The Role of the Assistant Principal in California Junior High Schools," p. 4.

[2]Bradford, "Administrative Organization of Selected Junior High Schools," p. 5.

[3]Maurice A. McGlasson and Vernon D. Pace, "Administration of Junior High Schools and Middle Schools," Viewpoints 47 (November 1971):24.

[1]
Seyfert suggested that educational opportunities suitable to
the vice-principalship should be made available. Lawson agreed:
"Those aspiring to the assistant principalship need a thorough
understanding of the challenges which confront them in the diversity
and potentiality of this important position."[2] On a more urgent note,
Burgess recommended: "Principals and other first level administrators
should pressure colleges, universities and their school systems to
offer courses, management and leadership seminars, institutes and
workshops especially designed for assistant principals."[3]

To be realistic and practical, however, the development of
such programs must be systematic and stem from a valid definition
of the position. In support of this premise, Davison maintained that[4]
program designs would be most successful if training could be built
up around those administrative situations most crucial to the
participant.[5] Earlier, Robertson had also acknowledged that such an

---

[1]W.C. Seyfert, "Please Ask Mr. Smith To Come In," The School
Review 62 (February 1954):72.

[2]Thomas J. Lawson, "A Study of the Characteristics and Functions
of Assistant Principals in Missouri Public Secondary Schools" (Ed.D.
dissertation, University of Missouri-Columbia, 1970; Ann Arbor, Mich.:
University Microfilms, 03354, 1971), p. 5.

[3]Lovola Burgess, "The New Assistant Principal--Key Person on
the Principal's Team," paper presented at National Association of
Secondary School Principals Annual Convention, Anaheim, California,
21 March 1972 (Bethesda, Md.: ERIC Document Reproduction Service,
ED 062 717, 1972), p. 3.

[4]Ronald G. Davison, "Better In-Service Programs for School
Administrators," The Clearing House 47 (April 1973):501.

[5]Robertson, "The Duties and Responsibilities of the Junior High
School Assistant Principal in Pennsylvania," p. 159.

approach to program design would prepare the assistant principal to serve effectively from the beginning of his tenure.

Competence, by definition, is tied to position, duties, knowledge, skills, attitudes, and values. The problem considered in the study, the identification of the competencies desired for vice-principals in Manitoba junior high schools, will provide a meaningful definition of competence for vice-principals in Manitoba junior high schools.

Rationale of Competence Identification

In support of the study, the review of the related literature and research revealed:

1. Interest in competency identification

2. Recommendations for continued competency based administrator research

3. Support for the logic of competency identification

Interest in Competency Identification

McCleary claimed: "In the development of the professions generally, including educational administration, competency has been a central consideration."[1] Metzger and Lynch[2] stated that the issue

---

[1]Lloyd E. McCleary, "Competency Based Educational Administration and Application to Related Fields," n. p., 1973 (Bethesda, Md.: ERIC Document Reproduction Service, ED 077 136, 1973), p. 1.

[2]Christa Metzger and Steven B. Lynch, "Performance Evaluation of the Education Leader (PEEL): Another Breakthrough in Competency Based Educational Administration," CCBC Notebook 3 (July 1974):18-25 (Bethesda, Md.: ERIC Document Reproduction Service, ED 095 119, 1974), p. 18.

of what constitutes a competent school administrator was still a

central concern of the profession of educational administration. This

view was also shared by Wochner and Lynch who wrote:

> The school administrator is challenged each day to exhibit
> certain skills and competencies as he undertakes his
> routine tasks. What is the nature of these competencies?
> Do they differ depending upon the title of the position
> held ...
>
> These questions are basic to the task of providing capable
> administrators of all types. They are equally important
> in developing effective in-service programs for ad-
> ministrators to assist in coping with somewhat more
> unique local problems. [1]

Finally, McCleary and Hencley suggested that much of the

interest in competency identification was based on the fact that

"Contemporary thinking in relation to competence required in school

administration is directing attention to facets of the administrator's

role which until recently were largely ignored." [2]

Recommendations for Continued Competency Based Administrator Research

Alberto reported: "Although there is agreement on the urgent

need for proficient educational administrators, the specific com-

petencies to be developed in preparing them for the task have not

always been clearly determined nor have their priorities been

---

[1] Raymond E. Wochner and Steven B. Lynch, comps., _The Identification and Development of Administrative Competencies. An Administrative Seminar: Administrative Competency/Performance Based Resource Materials_ (Tempe: Bureau of Educational Research and Services, Arizona State University, 1973; Bethesda, Md.: ERIC Document Reproduction Service, ED 083 723, 1974), p. 1.

[2] Lloyd E. McCleary and Stephen P. Hencley, _Secondary School Administration: Theoretical Bases of Professional Practice_ (New York: Dodd, Mead and Company, 1965), p. 356.

established."   Similarly Warren, commenting on available research,

noted: "There have been many recommendations for improving the

recruitment and selection of candidates for graduate study ... and

perhaps most important, a clear definition of those competencies or

behaviors that educational administrators require today and that

preparation programs should attempt to develop."[2]

Peterson[3] emphasized that competencies should be systematically

studied on a continuous basis. Culbertson[4] encouraged the development

and testing of competencies that could be disseminated for wider use.

And Feldvebel[5] stressed that equal emphasis should be placed upon what

"ought" to be the role of the school administrator rather than a mere

consensual determination of what is.

---

[1]Rosario P. Alberto, "Priorities of Competencies in Educational
Administration as Judged by Government Officials, University Officials,
Superintendents and Principals in the Philippine Public Schools" (Ph.D.
dissertation, University of Washington, 1970), p. 1.

[2]Phil J. Warren, "The Search for Administrative Talent:
Recruitment and Selection of Candidates," Comment on Education 4
(December 1973):6.

[3]Donovan Peterson, "Developing a Competency Based Program in
School Finance," University of Southern Florida, 1972. (Mimeographed),
p. 3.

[4]Jack Culbertson, "The Task of Universities and Professional
Groups in Achieving Administrative Competency," in The Identification
and Development of Administrative Competencies: Proceedings of a
Seminar, comps., Fred Bieber and Raymond E. Peterson (Tempe: Arizona
State University, 1973; Bethesda, Md.: ERIC Document Reproduction
Service, ED 083 684, 1974), p. 135.

[5]Alexander M. Feldvebel, "A Rationale for Competency-Based
Programs in Educational Administration," CCBC Notebook 3 (July 1974):2-11
(Bethesda, Md.: ERIC Document Reproduction Service, ED 095 117, 1974),
p. 2.

Logic of Competency Identification

The identification of competencies for a particular administrative position was considered a realistic undertaking in view of the increasing awareness that reliance on the power of competence rather than rank authority was becoming a reality in the field of management.

Peabody[1] observed that teachers valued authority of competence over authority of position, person or legitimacy. Purrington[2] reported that the satisfaction of teachers with their superiors was correlated to the competencies they possessed. And Feldvebel noted: "Leadership is becoming more and more a function of the most able individual within the given situation than it is of status or station."[3]

Moreover, Austin[4] concluded that it was possible to identify the basic competencies necessary for the effective performance of the various education roles and to design preparation programs for the development of those competencies. Earlier, Nicholson and Nelson had also stated: "It is now widely accepted that administrative skills

---

[1] Robert L. Peabody, "Perceptions of Organizational Authority: A Comparative Analysis," _Administrative Science Quarterly_ 6 (March 1962):467.

[2] Gordon Purrington, "Administrator Competencies and Organizational Effectiveness," paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, February 1968 (Bethesda, Md.: ERIC Document Reproduction Service, ED 026 742, 1969), p. 8.

[3] Feldvebel, "A Rationale for Competency-Based Programs in Educational Administration," p. 2.

[4] Joe Austin, "The Necessary Job Competencies of Secondary School Principals as Perceived by Selected Texas Educators" (Ed.D. dissertation, North Texas State University, 1974; Ann Arbor, Mich.: University Microfilms, 07025, 1975), p. 124.

can be developed and refined."[1] Yet, "If competencies are not defined, there is no way to ensure their development."[2]

In addition, Sheehan advised: "The possibility of very large numbers of competencies should not discourage attempts to identify and define them."[3] And Van Haren maintained: "... it is imperative that the role description for a vice-principal be complete, comprehensive and in such detail that this individual can serve the school district in a manner befitting an appropriate administrative position."[4]

A final consideration was that "No group can claim professional standing without explicit statements about what constitutes competence in that field and the means by which competence in that field can be attained and assessed."[5] In agreement, the CAHIT claimed: "... educating a professional without a clear idea of what a professional should be able to do is at best awkward, at least

[1] Evertt W. Nicholson and Norbert J. Nelson, "A Skill-Strategy Approach to the Principal's Development," The Bulletin of the National Association of Secondary-School Principals 56 (March 1972):82.

[2] McCleary, "Competency Based Educational Administration and Applications to Related Fields," p. 10.

[3] T. Joseph Sheehan, "Toward a System of Professional Education," The Irish Journal of Education 1 (Winter 1967):148.

[4] Van Haren, "The Role of the Vice-Principal in Selected Wisconsin Junior High Schools," p. 3.

[5] McCleary, "Competency Based Educational Administration and Applications to Related Fields," p. 1.

1
insufficient and at worst unethical." McCleary et al., in reference

to competency based administrator research, also warned:

> Unless studies of this nature are conducted we shall not
> be able to justify why we teach certain areas over other
> areas. Without meaningful input of this nature from the
> professional in the field, professors and directors of
> in-service growth at the school district level will not
> remain credible. 2

Summary

The review of the related literature and research revealed

limited information about the vice-principal in general and the

junior high school vice-principal in particular, recommendations

for continued competency based administrator research to better

define the position, support for the general nature of the study,

and examples of and support for the definition of competence for

particular administrative positions.

There is substantial support, therefore, for continued

inquiry into the position of vice-principal and the competencies

related to it. This study proposes to examine thoroughly the

competencies desired for vice-principals in Manitoba junior high

schools as reported by Manitoba junior high school vice-principals,

principals, and superintendents.

---

[1]Margaret K. Morgan and Albert A. Canfield, eds., "Administrative
Competencies in Education and the Allied Health Professions" (Gainesville:
Centre for Allied Health Instructional Personnel, Florida University,
1972; Bethesda, Md.: ERIC Document Reproduction Service, ED 074 257,
1973), p. v.

[2]Lloyd E. McCleary, T.C. Brown, and Larrie Gale, "Assessing
Competency Needs in Administration," University of Utah, n.d.
(Mimeographed), p. 9.

III. STATEMENT OF PROBLEM AND DEFINITION OF TERMS

The purpose of this section is to present the statement of the problem considered in the study and the definition of terms as they have been used in the study.

Statement of Problem

The problem considered in the study was that of identifying the competencies desired for vice-principals in Manitoba junior high schools. In order to develop the study one primary and one secondary problem were investigated:

1. The primary problem considered in the study was that of identifying the competencies desired for vice-principals in Manitoba junior high schools as reported by a sample population of Manitoba junior high school vice-principals, principals, and superintendents

2. A secondary problem considered in the study was to determine whether there were significant differences in perception within the sample population with regard to the areas of competence determined as being desirable for vice-principals in Manitoba junior high schools in terms of the respondent background variables: position, age, level of education attained, years of administrative experience, and a career v. non-career view of the junior high school vice-principalship

Definition of Terms

The following is a list of terms and the context in which they have been used in the study:

1. Junior high school - a public school in the province of Manitoba with students enrolled in grades seven, eight, and nine

2. Junior high school principal - the senior administrator responsible for the detailed organization and management of the school and the supervision of all certified personnel working in the school

3. Junior high school vice-principal - the professional person in the school designated by the school board as the administrator next in authority to the principal. The terms vice-principal and assistant principal were considered interchangeable in the review of the related literature and research

4. Superintendent - the chief executive officer of the board

5. Competency - a clearly defined and demonstrable skill, ability, capability, knowledge, attitude or understanding required at a satisfactory level of performance for areas of administrative involvement

6. Competency statement - a statement describing a competent performance. Competency statements, as used in this study, did not include performance objectives to evidence possession of the competency

7. Area of competence - a general area of competence based on individual competency statements. In the presentation of the findings areas of competence were derived from the competency statements which had loaded significantly within a common factor

8. Proficiency - the quality of expertness and/or adeptness

9. Level of proficiency - an index of accomplishment representing a standard of proficiency with reference to competent performance

IV. SIGNIFICANCE OF THE STUDY

The significance of the study includes:

1. The review of the related literature and research for the study has surveyed available sources of information and has thereby provided a resume for those educators who may be interested

2. The study has contributed to the apparent limited body of information that is available on the vice-principalship. Accordingly, it has contributed to a better understanding of the vice-principalship and the junior high school vice-principalship in particular

3. The study is also significant in view of the apparent lack of research on the vice-principalship in Manitoba. Through its survey instrument and the data gathered, the study has provided information related to this administrative position which is of value to the respondents, students in educational administration, professors of educational administration courses, and the Department of Education

Specifically, the results of the study have provided information on the junior high school vice-principalship in Manitoba that can serve (1) as a guide in defining the role of vice-principals in junior high schools, (2) as a guide for determining appropriate pre-service and inservice experiences for the position, (3) as a framework for establishing a competency based learning package for the position, and (4) as a guide in the development of devices for the evaluation of the administrative staff of a junior high school

V. ASSUMPTIONS

The study rests on the assumption that the perceptions of the administrators included in the sample population, toward the competencies desired for vice-principals in Manitoba junior high schools, can be approximately determined by a survey of their opinions.

VI. DELIMITATIONS AND LIMITATIONS

The purpose of this section is to present the delimitations and limitations of the study.

Delimitations

The study was limited to the following parameters:

1. The study was delimited to vice-principalships in Manitoba junior high schools

2. The study was delimited to include Manitoba junior high school vice-principals, principals, and superintendents in its sample population

3. The study was delimited to include only those competency statements included in the survey instrument and identified by the participants in the study

Limitations

The study was limited by the following factors:

1. The study was limited by the assumption that the opinions of the respondents were honest

2. The study was restricted by the limitations inherent in the use of a questionnaire

3. Inferential generalizations from the sample to the population may only be made to the extent that the respondents in the sample were considered to exemplify the population of interest

4. The study was restricted in that the responses of the junior high school principals and superintendents would not be a guarantee that given the opportunity to appoint a junior high school vice-principal the competencies identified would be the criteria used

VII. CHAPTER SUMMARY AND ORGANIZATION

OF THE STUDY BY CHAPTER

This chapter has presented the rationale of the study; identified the problem to be investigated and the scope of the study; defined terms central to the study; and listed the assumptions, delimitations, and limitations of the study.

Chapter II is a review of the related literature and research.

Chapter III provides the rationale of the mail survey technique and a description of the procedures followed in the construction of the instrument used in the study. The rationale of the sample and sampling procedure; the instrument's administration and the distribution of responses; and finally, the rationale and a summary of

how the collected data were treated are also provided.

Chapter IV presents the findings from the analysis of the data.

Chapter V includes a summary of the investigation and the principal findings, the conclusions, and the recommendations arising from the study.

CHAPTER II

REVIEW OF THE RELATED
LITERATURE AND RESEARCH

I. INTRODUCTION

This chapter reviews the related literature and research

revelant to the problem considered in the study.

Since an initial review of the related literature and

research for the study had confirmed the existence of limited

research dealing with vice-principalships in Canadian junior high

schools, literature and research reporting on vice-principalships

in American junior high schools were examined. Secondly, since

limited information was available concerning the duties, re-

sponsibilities, and areas of involvement of the junior high school

vice-principal, literature and research dealing with the secondary

school vice-principal were also examined. Support for the latter

approach to the review of the related literature and research was

provided by Robertson[1] who had also found it necessary to follow

such a procedure. Moreover, Howard and Stoumbis, while acknowledging

the uniqueness of the junior high school and the administrator's need

for special qualifications,[2] advised that administrative duties and

---

[1]Robertson, "The Duties and Responsibilities of the Junior
High School Assistant Principal in Pennsylvania," p. 1.

[2]Howard and Stoumbis, The Junior High and Middle School:
Issues and Practices, p. 92.

functions in the junior high school had much in common with those in
elementary and high schools.[1]

Specifically, this chapter considers:

1. The present status of the vice-principalship

2. The vice-principal's duties, responsibilities, and areas
   of involvement

3. Recommended duties, responsibilities, and areas of
   involvement for the vice-principal

4. Competency based administrator research and preparation
   programs

II. PRESENT STATUS OF THE VICE-PRINCIPALSHIP

The purpose of this section is to document the present status

of the vice-principalship and the factors that have been reported

as having an influence on the status of the position.

Viewpoints on Status

Woznick[2] reported that the position of vice-principal was one

of professional and administrative status. Rappaport[3] concurred

having noted that considerable growth in status for the assistant

principal had taken place. In contrast, Wells et al.[4] argued that

the assistant principal's status as well as his duties were a

-----

[1] Ibid., p. 73.

[2] Woznick, "The Duties and Responsibilities of Vice-Principals
in Selected California Schools," p. 42.

[3] "The Assistant Principal," Overview (July 1962):14.

[4] Wells et al., "The Assistant Secondary School Principal,"
The Bulletin of the National Association of Secondary-School
Principals 49 (January 1965):15.

rather nebulous and undefined area of educational administration.
More explicitly, Coppedge wrote that the position's state of [1]
development was less than desirable.

Despite the concern over the position's lack of development
Longmore reported that the vice-principalship was regarded as a [2]
necessary administrative position. The principals and vice-principals
he surveyed agreed that the role of the vice-principal was unique
and that his duties could not be performed by other staff members. [3]
Austin and Brown also concluded that the assistant principalship was [4]
essential to the functioning of a modern secondary school. Their
study indicated that teachers and pupils viewed the assistant
principal as a much more important administrator than he himself
thought he was. [5]
Finally, Null concluded that the assistant principalship was [6]
an important position within the junior high school.

---

[1]Coppedge, "The 'New' Image of the Assistant Principal,"
p. 286.

[2]Alexander J. Longmore, "A Survey of the Status and Role of
Vice-Principals in Selected School Districts of British Columbia"
(Master's thesis, University of Alberta, 1968; Edmonton, Alberta:
Western Microfilm Ltd., 1971), p. 61.

[3]Ibid., p. 69.

[4]Austin and Brown, Report of the Assistant Principal, p. 85.

[5]Ibid., p. 84.

[6]Null, "The Junior High School Assistant Principalship in
Indiana," p. 183.

Factors Contributing to Increased Status

Sorensen[1] attributed the position's growth in professional status to the increasing number and kind of duties which assistant principals were being asked to perform. In addition, McKendry[2] noted that principals were placing much more responsibility in the hands of their assistants.

Robertson[3] reported that these trends were also evident at the junior high school level and stressed that junior high school principals -- if they were to continue to serve effectively as the educational leaders of their respective schools -- would require the services of assistants to aid them with their administrative and supervisory responsibilities. Null[4] acknowledged that the position was contributing to the efficient operation of the school by releasing the principal from some of his time consuming and pressing problems.

---

[1] Sorensen, "Duties and Functions of the Assistant Principal in Secondary Schools of Selected School Districts in the State of Utah," p. 26.

[2] Harry R. McKendry, "A Comparative Study of the Role of the High School Assistant Principal as Perceived by Superintendents, Principals and Assistant Principals in Selected Districts of the State of Illinois" (Ed.D. dissertation, University of Northern Colorado, 1970; Ann Arbor, Mich.: University Microfilms, 04193, 1971), p. 1.

[3] Robertson, "The Duties and Responsibilities of the Junior High School Assistant Principal in Pennsylvania," p. 1.

[4] Null, "The Junior High School Assistant Principalship in Indiana," p. 183.

Factors Limiting Status Recognition

[1]
Laughery expressed the opinion that superintendents and boards

of education had not provided sufficient direction for the position's

development. Bagdonas, Johnsen, Roberts, Robertson, Cantley and

Lawson each stated that vice-principals should enjoy the advantage of
[2]   [3]
a written job description. Brown and Rentschler maintained that the

lack of a job description had left many assistant principals uncertain

of their responsibilities and the degree of authority delegated to
[4]
them. La Coste agreed that a job description appeared to be necessary

but he had also cautioned that the position should not be too highly

structured or the necessary flexibility may be lost.

---

[1]Wayne W. Laughery, "Expedience or Vision in the Assignment of
Assistant Principal's Duties," The Bulletin of the National Association
of Secondary-School Principals 43 (September 1959):112.

[2]Bagdonas, "The Duties and Responsibilities of the Des Moines
Junior High School Vice-Principals," p. 51; Earl M. Johnsen, "An
Investigation of the Role of the Assistant Secondary-School Principal
in Selected High Schools of Northern Illinois" (Master's thesis,
Northern Illinois University, 1963), p. 8; Roberts, "A Role Definition
of Secondary School Assistant Principals in Washington County,
Virginia," p. 58; Robertson, "The Duties and Responsibilities of
the Junior High School Assistant Principal in Pennsylvania," p. 161;
Cantley, "The Role of the Assistant Principal in California Junior
High Schools," p. 152; Lawson, "A Study of the Characteristics and
Functions of Assistant Principals in Missouri Public Secondary
Schools," p. 196.

[3]Glen J. Brown and James E. Rentschler, "Why Don't Assistant
Principals Get the Principalship," The Bulletin of the National
Association of Secondary-School Principals 57 (October 1973):40.

[4]Vincent J. La Coste, "An Interest/Work Study of the Vice-
Principalship in the Calgary Roman Catholic Separate School System"
(Master's thesis, University of Calgary, 1969), p. 69.

[1]Lark emphasized that the assistant principal's role had to be communicated to others if it was to achieve status recognition comparable to that of the principalship. Part of the problem of defining and communicating the vice-principal's role, however, is the fact that the position's acceptance and status depend heavily on the tone adopted by the principal as well as on the vice-principal's capabilities.[2] In this regard, Gallimore[3] noted that some vice-principals had no specific assignments while others virtually ran their schools.[4] And Bevan described the assistant principal as a jack-of-all trades and if master of none of them, at least well acquainted with most.

Although Paus[5] maintained that there was no position in the secondary schools as unique as that of the assistant principalship, Childress[6] asserted that the professional opportunities associated with the assistant principalship had not been recognized. Correspondingly, Old and Sprague stated that too many individuals viewed the assistant

---

[1]Larry J. Lark, "The Effectiveness of the Assistant Principal's Role as a Function of Expectations and Behavior" (Ph.D. dissertation, University of Wisconsin, 1971; Ann Arbor, Mich.: University Microfilms, 23312, 1971), p. 1.

[2]Benjamin J. Novak, "Examining the Role of the Vice-Principal," The American School Board Journal 146 (May 1963):20.

[3]Gallimore, "The Role of the Vice-Principal," p. 11.

[4]John K. Bevan et al., "What Does an Assistant Principal Do? Several Tell How They Spend a Work Week," The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):83.

[5]Greg S. Paus, "The Assistant Principal," Oregon School Council Bulletin 13 February 1970:1-24 (Bethesda, Md. ERIC Document Reproduction Service, ED 079 844, 1973), p. 1.

[6]Childress, "The Challenges of the Assistant Principalship," p. 1.

1

principal as merely one who was training to be a principal.

Summary

The review of the related literature and research revealed increased professional status for the vice-principalship and general agreement that the position was essential to efficient administration within the school.

Increased professional status was attributed to the number and nature of the duties being delegated to the vice-principal and the degree of responsibility for the school's program they represented.

Factors that were identified as having denied appropriate status recognition included a lack of direction for the position's development, the lack of a written job description, and the need to communicate the position's functions. The variation in the degree of responsibility that was delegated to vice-principals and the view that the vice-principalship was merely a training ground for the principalship were also identified as significant factors.

The next section provides a review of the related literature and research with reference to the vice-principal's duties, responsibilities, and areas of involvement.

III. THE VICE-PRINCIPAL'S DUTIES, RESPONSIBILITIES, AND AREAS OF INVOLVEMENT

The purpose of this section is to provide a review of the related literature and research with reference to the vice-principal's

---

[1]Richard L. Old, "The Vice-Principalship in the Informal Organization," The CSA Bulletin 4 (February 1965):51; Nancy F. Sprague, "Involving the Assistant Principal on the Administrative Team," The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):34.

duties, responsibilities, and areas of involvement.

Duties, Responsibilities, and Areas of
Involvement Reported Prior to 1960

Van Eman[1] reported that assistant principals were primarily

concerned with the supervision of extra-curricular activities and

clerical tasks.[2] Pfeffer added that supervising vice-principals were

performing vital professional services in the areas of pupil personnel

guidance, organization and administration, supervision, and pupil

relations. A trend towards increased similarity of duties for vice-

principals was also observed.[3]

Schwei[4] found that 91 per cent of all reported incidents of

school administrator behavior were from areas of administration and

organization of instruction, pupil services, and administration of

staff personnel. Areas of lesser involvement included administrator-

school board relationships, directing school-community relations, and

managing fiscal and business affairs.

Bauer's[5] listing of the official duty statement of the Los Angeles

junior and senior high school vice-principals included reference to

[1]Charles R. Van Eman, "Functions of the Assistant High School
Principal and Other Assistant Executives," Education Research Bulletin
5 (March 1926):148-50.

[2]Edward I. Pfeffer, "Duties of Vice-Principals in New Jersey,"
The Bulletin of the National Association of Secondary-School Principals
39 (May 1955):65.

[3]Ibid., p. 65.

[4]Joseph P. Schwei, "Critical Requirements for Effective
Performance of School Administrators" (Ph.D. dissertation, University
of Wisconsin, 1955), p. 118.

[5]Harold E. Bauer, "What is a Vice-Principal in the Los Angeles
City Schools," California Journal of Secondary Education 32 (November
1957):409-410.

school leadership, general school administration, supervision of

instruction, staff and student personnel, and plant supervision

responsibilities.[1] Martin presented a profile of women as secondary

school vice-principals which classified their duties under discipline,

supervision, coordinating the work of department heads and outside

agencies, scheduling, guidance and counselling, and dean of girls.

According to Jarrett[2] vice-principals were primarily concerned with

the administration of professional and inservice training, pupil

personnel services, and administration of co-curricular activities.

And Laughery[3] identified pupil personnel services, curriculum, plant

management, community relations, and general administration/

educational leadership as the assistant principal's major areas of

involvement.

Duties, Responsibilities, and Areas of Involvement
Reported Between 1960 and 1969

Sorensen's[4] investigation into the vice-principalship revealed

the predominance of the following duties: represents the school at

community functions in lieu of the principal, operates the school in

the absence of the principal, is responsible for pupil discipline,

[1] Evelyn B. Martin, "A Profile of Women as Secondary School Vice-Principals," The Bulletin of the National Association of Secondary-School Vice-Principals 42 (March 1958):80.

[2] Jarrett, "The Activities of the Assistant Principal in Secondary-Schools," p. 29.

[3] Laughery, "Expedience or Vision in the Assignment of Assistant Principal's Duties," p. 113.

[4] Sorensen, "Duties and Functions of the Assistant Principal in Secondary Schools of Selected School Districts in the State of Utah," p. 44.

supervises extra-curricular activities, directs school social

activities for pupils, participates in classroom supervisory

visitations, organizes and supervises assembly programs, helps select

textbooks and supplies, counsels pupils, and sponsors the student

council.

Bagdonas and Woznick[1] reported that student discipline related

responsibilities occupied the greatest portion of the vice-principal's

time. In addition, Bagdonas[2] stated that a comparatively small portion

of the vice-principal's time was devoted to the areas of supervision,

administration and school management, school-community relations and

substitute teacher service. A plan to facilitate instructional

improvement within schools was advocated by Wallace[3] who suggested the

establishment of vice-principalships and the grouping of their

respective functions in a manner that would enable a school's staff

to clearly distinguish between the functions delegated to each

administrator. The recommended areas of involvement were curriculum

and instruction, guidance, and business and pupil activities.

Johnsen found that pupil related responsibilities constituted

the most important aspect of the assistant principal's work and finance[4]

[1] Bagdonas, "The Duties and Responsibilities of the Des Moines Junior High School Vice-Principals," p. 34; Woznick, "The Duties and Responsibilities of Vice-Principals in Selected California Schools," p. 43.

[2] Bagdonas,"The Duties and Responsibilities of the Des Moines Junior High School Vice-Principals," p. 48.

[3] Charles E. Wallace, "An Administrative Organization Designed for Instructional Improvement," The Bulletin of the National Association of Secondary-School Principals 45 (February 1961):33.

[4] Johnsen, "An Investigation of the Role of the Assistant Secondary-School Principal in Selected High Schools of Northern Illinois," p. 39.

related responsibilities the least important.   Although the assistant

principals were found to function in the areas of community relations

to a significant extent, they did not believe the area to be of equal

significance to the position.   Conversely, the area of curriculum

was considered to be of much greater importance than was indicated by

the survey of the areas of involvement.

Bradford, Fenske, Gearing, Lake and Longmore each noted the

vice-principal's involvement in clerical related tasks.   Hurley stated

that the vice-principal was viewed as a hatchet man.   David and Moore

concurred but also reported that many vice-principals were involved in

organization, administration, supervision, instructional leadership,

guidance, inservice education, and public relations functions.

---

[1]Ibid., p. 54.

[2]Ibid., p. 43.

[3]Ibid., pp. 64-65.

[4]Bradford, "Administrative Organization of Selected Junior High Schools," p. 92; Melvin R. Fenske, "Administrative Duties of Principals and Vice-Principals in an Alberta School Division" (Master's thesis, University of Alberta, 1963; Edmonton, Alberta: Western Microfilm Ltd., 1967), p. 93; Gearing, "The Role of the Assistant Secondary School Principal," p. 45; Jaspar Lake, "The Vice-Principalship in the Newfoundland Central and Regional High Schools" (Master's thesis, Memorial University of Newfoundland, 1967), p. 230; Longmore, "A Survey of the Status and Role of Vice-Principals in Selected School Districts of British Columbia," p. 118.

[5]Hurley, "Vice-Principal: Educational Leader or Hatchet Man," p. 12.

[6]Davis and Moore, "The Assistant Principal in the Junior High School," p. 1.

[7]Ibid., p. 1.

[1]
Roberts reported that assistant principals worked with all

school records except the financial accounts. In like manner,
[2]
McClelland reported that vice-principals spent the major portion of

their time on matters related to attendance, discipline, timetabling,

and promotion meetings. He lamented that vice-principals neglected the
[3]
jobs of teacher supervision and inservice training. Van Haren's study

reiterated earlier findings that the vice-principal's major re-

sponsibilities were from the areas of pupil personnel and pupil
[4]
services; and added that the maintenance of daily attendance records
[5]
was rapidly becoming the duty of a clerk.
[6]
Coppedge cited an investigation into vice-principalships in

the North Central Association that had been conducted by Smith. The

findings revealed that 34.4 per cent of the vice-principal's time was

spent on pupil welfare tasks; followed by 32 per cent in administration

and school management. Duties that were being performed personally

or shared by a high percentage of the vice-principals included:

administering the school in absence of the principal (99.4 per cent),

---

[1]Roberts, "A Role Definition of Secondary School Assistant
Principals in Washington County, Virginia," p. 56.

[2]K.M. McClelland, "The Role of the Principal and Vice-
Principal," The Headmaster (Winter 1968):13.

[3]Ibid., p. 13.

[4]Van Haren, "The Role of the Vice-Principal in Selected
Wisconsin Junior High Schools," p. 34.

[5]Ibid., p. 47.

[6]Coppedge, "The 'New' Image of the Assistant Principal,"
p. 283.

representing the school at professional meetings (97.5 per cent),

parent conferences regarding pupil adjustment (96.9 per cent),

representing the school at community functions (95.8 per cent), and

parent conferences regarding pupil discipline (92.4 per cent).[1]

Robertson[2] claimed that while assistant principals perceived their

role as that of an educational leader whose primary concern was with

the instructional functions of the school, they did not participate as

much as might be expected in activities related to the improvement of

curriculum and instruction. La Coste[3] found that the principals and

vice-principals he surveyed were neither significantly complementary

nor significantly in conflict in five of the six areas reviewed. Some

conflict did appear in the area of extra-curricular activities.[4] The

findings also failed to indicate that there was a significant re-

lationship between the vice-principal's interest in a particular area

and the percentage of time he/she spent in the area.[5]

The 1969 elementary assistant principal survey revealed the

following major areas of involvement: pupil personnel work (66 per

cent), supervision (24.4 per cent), curriculum development (6.9 per

cent), public relations (2.5 per cent), and miscellaneous (2.0 per

---

[1] Ibid., p. 284.

[2] Robertson, "The Duties and Responsibilities of the Junior High School Assistant Principal in Pennsylvania," p. 159.

[3] La Coste, "An Interest/Work Study of the Vice-Principalship in the Calgary Roman Catholic Separate School System," pp. 65-66.

[4] Ibid., p. 38.

[5] Ibid., p. 67.

cent).[1] When queried regarding the type of work that they would like

to do the assistant principals expressed a desire to become the school

specialists in supervision (48.8 per cent), curriculum development

(24.8 per cent), and pupil personnel work (18.6 per cent).[2]

Duties, Responsibilities, and Areas of Involvement Reported Between 1970 and 1975

Lawson[3] determined that pupil personnel, supervision, and

improvement of instruction related tasks represented the major concerns

of those assistant principals with and without job descriptions that

his study surveyed. In addition, he pointed out that the ad-

ministrator's role within student unrest and teacher militancy had

not been clearly defined.[4]

Null[5] reported that the assistant principal's most frequently

identified responsibilities were related to discipline. The duties

most often perceived as not being performed by assistant principals

but which should be were: developing inservice training programs for

members of staff, assisting in the selection and hiring of new

teachers, supervising teachers through classroom visitations, and

---

[1]National Association of Elementary School Principals, The Assistant Principalship in Public Elementary Schools - 1969. A Research Study, 1970 (Bethesda, Md.: ERIC Document Reproduction Service, ED 046 099, 1971), p. 77.

[2]Ibid., p. 77.

[3]Lawson, "A Study of the Characteristics and Functions of Assistant Principals in Missouri Public Secondary Schools," p. 181.

[4]Ibid., p. 131.

[5]Null, "The Junior High School Assistant Principalship in Indiana," p. 72.

serving as a resource person in securing and implementing educational
research.[1] Characteristics deemed important in assistant principals
as ranked by the respondents included: possession of leadership
qualities, skill in working with students, ability to plan and organize,
successful teaching experience, and the ability to get along with
teachers.[2] Possessing a master's degree and being young and showing
potential were ranked as the least important characteristics.[3]

Austin and Brown maintained that no essential differences were
evident between the role of those assistant principals in junior and
senior high schools and those in urban and rural/suburban schools based[4]
on twenty-four administrative operations for which the assistant
principal had major or shared responsibility and was allowed to exercise
a high level of administrative discretion.[5] Another study by Flannigan[6]
which compared vice-principals from Ohio and Saskatchewan on an eighty
item behavior scale categorized under the areas of administrative
leadership, administrative planning, staff relations, community
responsibility and discipline also found that the vice-principals
viewed their role in basically the same manner.

---

[1]Ibid., p. 178.

[2]Ibid., p. 135.

[3]Ibid., p. 136.

[4]Austin and Brown, Report of the Assistant Principalship, p. 51.

[5]Ibid., pp. 45-46.

[6]Terrance R. Flannigan, "A Comparison of Role Expectations of
Secondary School Vice-Principals in Ohio and Saskatchewan" (Ph.D.
dissertation, Bowling Green State University, 1970; Ann Arbor, Mich.:
University Microfilms, 24949, 1970), p. 51.

1
McKendry's investigation revealed that assistant principals

desired more involvement in supervisory functions. Less involvement

was desired in (1) representing the school at professional meetings,

(2) adjusting programs of pupils, (3) adjusting teacher-pupil problems,

(4) detention, (5) control of pupils in the cafeteria, (6) chaperoning

pupil social activities, (7) issuing excuses for pupil absence and

tardiness, (8) issuing permits for students to leave the building, and
2   3
(9) selling tickets to school affairs. McDonough also stated that

assistant principals were often preoccupied with limited duty areas

such as discipline and plant management and that they repeatedly

talked about responsibilities for administrivia such as keys, lockers,

bus schedules, and lunch rooms. In contrast, although many of the

actual tasks involved in the carrying out of routine procedures were
4
clerical and could be assigned to a competent clerk, Spencer emphasized

that the creation of routines was not a simple matter but rather one

that was worthy of high level creative thinking.

Both Lark and Cantley reiterated earlier findings that assistant

principals were not moving with due haste into major areas of re-

sponsibility such as instruction, plant facilities, school-community

_____

1McKendry, "A Comparative Study of the Role of the High School
Assistant Principal as Perceived by Superintendents, Principals and
Assistant Principals in Selected Districts of the State of Illinois,"
p. 99.

2Ibid., p. 99.

3Patrick J. McDonough, "Assistant Principal: Educational Leader?"
The Clearing House 45 (October 1970):99.

4Ralph Spencer, "In Defense of Administrivia," The Bulletin of
National Association of Secondary-School Principals 54 (November 1970):91.

relations, and school finance.   Motture reported that 97.2 per cent

of the administrators he surveyed were involved in some non-professional

work. If relieved of their non-professional work the majority of the

respondents indicated that they would spend more time on the improve-

ment of instruction, curriculum improvement, and public relations.

Correspondingly, Burgess argued that the vice-principal was asking for

a variety of duties. She stressed that the vice-principal wanted to

be involved in decision-making and that he was willing to be accountable

for his responsibilities and his share in the decision-making.

Gallimore stated that the assistant principal's duties ranged

from a helper of new teachers to that of a supply teacher, office

manager, maintenance man, and innovator of ideas. Paus reported that

assistant principals were provided with a wide range of administrative

responsibilities and shared tasks which were historically reserved for

[1]Lark, "The Effectiveness of the Assistant Principal's Role as a Function of Expectations and Behavior," p. 163; Cantley, "The Role of the Assistant Principal in California Junior High Schools," p. 71.

[2]John E. Motture, "A Survey of the Non-Professional Tasks Performed by Administrators in the Public Junior High Schools in Calgary" (Master's thesis, University of Calgary, 1972), p. 36.

[3]Ibid., p. 91.

[4]Burgess, "The New Assistant Principal -- Key Person on the Principal's Team," p. 2.

[5]Ibid., p. 3.

[6]Gallimore, "The Role of the Vice-Principal," p. 12.

[7]Paus, "The Assistant Principal," p. 18.

the building principal. Stokes, however, maintained that the majority

of assistant principals still operated solely in the area of discipline.[1]

[2]And Bordinger complained that aside from school management re-

sponsibilities the tasks assistant principals were involved in were

for the most part low-level tasks, not requiring a high degree of

sophisticated decision-making. Seldom were they assigned full

responsibility for planning, organizing, co-ordinating, and im-

plementing responsibilities.[3]

[4]McClure observed that assistant principals had made little

progress in obtaining responsibilities related to instructional

improvement and leadership in curriculum development in the school.

General agreement did exist that the assistant principal should attend

workshops to improve instruction, conduct inservice training for

teachers, and assume some of the responsibilities related to

motivating pupils.[5]

---

[1]Donald A. Stokes, "The Assistant Principal — Partnership in Progress," paper presented at National Association of Secondary School Principals Annual Convention, Dallas, Texas, February 1973 (Bethesda, Md.: ERIC Document Reproduction Service, ED 075 939, 1973), p. 2.

[2]Donald L. Bordinger, "Making the Assistant Principalship a Career Position," The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):10.

[3]Ibid., p. 10.

[4]James C. McClure, "Role Expectations for Junior High School Assistant Principals as Perceived by Alter Groups" (Ed.D. dissertation, Brigham Young University, 1974; Ann Arbor, Mich.: University Microfilms, 28409, 1974), p. 82.

[5]Ibid., p. 81.

[1] Finally, Knox determined that the areas of student discipline, student activities, and athletics were the only areas that involved over 50 per cent of the assistant principals. Although 64 per cent of the assistant principals reported that they were the number one or two curriculum leader in the school, only 44 per cent indicated that they had curricular and instructional responsibilities.[2] The study also revealed that some assistant principals were involved in the development and revision of school philosophy, interpreting philosophy with new instructional personnel, discussions concerning the allocation of monies for curricular and instructional needs, and innovating new curriculum and instructional techniques.[3]

Summary

The review of the related literature and research indicated that by 1960 a noticeable change in the general scope of the vice-principal's duties, responsibilities, and areas of involvement had taken place. Although they were still primarily concerned with pupil welfare and routine clerical functions, many vice-principals were also reported to be involved in a variety of administrative and supervisory tasks. Guidance and discipline related responsibilities were the most popular pupil welfare functions. The expectation of educational leadership was also identified.

---

[1] John W. Knox, "An Analysis of the Role of Selected Colorado Middle and Junior High School Assistant Principals in Curriculum and Instruction Leadership" (Ed.D. dissertation, University of Northern Colorado, 1974; Ann Arbor, Mich.: University Microfilms, 11096, 1975), p. 84.

[2] Ibid., p. 84.

[3] Ibid., pp. 86-87.

Between 1960 and 1969 the review of the related literature and research continued to identify pupil welfare and routine office and clerical functions as the major areas of involvement for vice-principals. Once again, within the area of pupil welfare, working with discipline related problems occupied the greatest amount of the vice-principal's time. Some vice-principals were also found to have responsibilities within the areas of administration and school organization, supervision, school-community relations, inservice education, public relations, instructional leadership, and school finance.

The review of the related literature and research between 1970 and 1975 indicated a continued trend towards increased involvement by vice-principals in a wide range of administrative responsibilities. Besides discipline-related responsibilities some vice-principals were found to be involved in providing pupil personnel services, administration of the student activities program, supervision, administration of instruction, improvement of instruction, curriculum development, and professional and inservice programs.

The next section provides a summary of the recommended duties, responsibilities, and areas of involvement for vice-principals.

IV. RECOMMENDED DUTIES, RESPONSIBILITIES, AND AREAS OF INVOLVEMENT FOR THE VICE-PRINCIPAL

The purpose of this section is to provide a summary of the recommended duties, responsibilities, and areas of involvement for the vice-principal.

Leadership

Gillespie[1] emphasized that the assistant principal of the present and of the immediate future must be an educational leader. Reinforcing this recommendation Stokes[2] stressed that the assistant principal could undertake a leadership role within the school if greater responsibility was placed in the hands of the teaching staff to free him for this task.

Hurley[3] stated that the vice-principal's leadership role would involve him in the improvement of instruction, curriculum, and public relations. Bordinger[4] advocated twenty areas of leadership responsibility that would establish the assistant principalship as a career position. In particular, Paus[5] recognized the vice-principal's leadership potential within the informal organization of his school. Correspondingly, Old[6] noted that principals wanted their vice-principals to undertake a leadership role within the informal organization. Many of the vice-principals, however, were unaware of their possible role in the informal organization.[7]

---

[1] Gillespie, "The Assistant Principal: Status, Duties and Responsibilities," p. 59.

[2] Stokes, "The Assistant Principal — Partnership in Progress," p. 2.

[3] Hurley, "Vice-Principal: Educational Leader or Hatchet Man," p. 51.

[4] Bordinger, "Making the Assistant Principalship a Career Position," p. 11.

[5] Paus, "The Assistant Principal," p. 1.

[6] Old, "The Vice-Principal in the Informal Organization," p. 51.

[7] Ibid., p. 51.

Program Development

Hawkes[1] viewed the vice-principal as an administrator working directly under and with the principal in developing the total school program rather than working exclusively on discipline and attendance related problems. Austin and Brown[2] suggested that the assistant principal should be charged with the continuing task of program analysis. McCormick et al.[3], meanwhile, had asserted that the vice-principal should work closely with teachers in improving their techniques and lessons.

Winston[4] believed that the vice-principal could become a catalyst, an innovator, and a curriculum leader in the development of techniques and resources designed to cope with student behavioral and learning problems. Likewise, Stewart[5] viewed the vice-principal as a facilitator of educational activities, an effective human relations agent, and a distributor and receiver of information.

---

[1]Robert E. Hawkes, "The Emerging Role of the Vice-Principal in Secondary Schools of the Province of New Brunswick" (Master's thesis, Dalhousie University, 1966), p. 51.

[2]Austin and Brown, Report of the Assistant Principalship, p. 85.

[3]C.F. McCormick et al., "What Policy and Organization for Supervision in the Large Junior High School," The Bulletin of the National Association of Secondary-School Principals 45 (April 1961):37.

[4]Sheldon Winston, "Catalyst, Innovator: Revitalizing the Vice-Principal," The Bulletin of the National Association of Secondary-School Principals 56 (December 1972):47.

[5]C.L. Stewart, "Integrity and the vice-principal," Comment on Education 5 (April 1975):12.

Specific Task Areas

Jarrett[1] listed curriculum and instruction, student services, student activities, and school management as the major areas of responsibility that should be delegated to the assistant principal. Tompkins and Trump[2] recommended the creation of assistant principalships to provide the necessary professional administrative assistance that principals required with their curriculum and instruction responsibilities. Bagdonas[3] stressed that provision should be made for the vice-principal to participate to a greater extent in the area of school-community relations.

Sorensen[4] advised that the assistant principal should have the opportunity for greater participation in most areas of administration, in particular supervision and school management. Coppedge, Van Haren, and Cantley[5] reiterated earlier findings that the vice-principal should be involved in supervision of instruction and curriculum development.

---

[1] Jarrett, "The Activities of the Assistant Principal in Secondary-Schools," p. 32.

[2] Ellsworth Tompkins and J. Lloyd Trump, "The Secondary School Principalship and the Challenge of Change," n.p., 1968 (Bethesda, Md.: ERIC Document Reproduction Service, ED 030 185, 1969), p. 7.

[3] Bagdonas, "The Duties and Responsibilities of the Des Moines Junior High School Vice-Principals," p. 52.

[4] Sorensen, "Duties and Functions of the Assistant Principal in Secondary Schools of Selected School Districts in the State of Utah," p. 66.

[5] Coppedge, "The 'New' Image of the Assistant Principal," p. 284; Van Haren, "The Role of the Vice-Principal in Selected Wisconsin Junior High Schools," p. 45; Cantley, "The Role of the Assistant Principal in California Junior High Schools," p. 149.

[1]
Turner agreed and provided an inventory of the tasks, necessary

knowledge, and skills for administrators working in this area.
[2]
Burgess maintained that one of the major curricular tasks of

the assistant principal was to foster the professional growth of the
[3]
teacher. Childress emphasized that individuals preparing for the

assistant principalship needed to gain at least some competence in

a speciality -- curriculum, guidance and counselling service, or in
[4]
some area of finance or management. Finally, Joly suggested that the

assistant principal should be involved in pupil personnel, staff

organization, and building management tasks.

Non-Professional Tasks

The review of the related literature and research revealed

substantial support for the elimination of the vice-principal's

clerical and other non-professional duties as well as the suggestion

that such duties should be delegated to the clerical staff of the
[5]
school.

---

[1]Harold E. Turner, "The VPI is a VIP," The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):53.

[2]Lovola L. Burgess, "Accepting the Challenges of Curriculum Development," The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):51.

[3]Childress, "The Challenges of the Assistant Principalship," p. 6.

[4]Roxee W. Joly, "The Principal Looks at the Assistant Principal," The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):18-27.

[5]Bagdonas, "The Duties and Responsibilities of the Des Moines Junior High School Vice-Principals," p. 51; Roberts, "A Role Definition of Secondary School Assistant Principals in Washington County, Virginia," p. 58; Robertson, "The Duties and Responsibilities of the Junior High School Assistant Principal in Pennsylvania," p. 161.

Summary

The review of the related literature and research revealed concern that the vice-principal, if he was to serve a useful educational function, should become involved to a greater extent in those administrative areas where his potential had been neglected. Increased emphasis on administrative leadership, program development as well as the areas of curriculum, supervision of instruction, student services, student activities, school management, school-community relations, and school finance were identified. The recommendation that vice-principals should be relieved of their clerical and other non-professional duties was also a predominant suggestion.

V. COMPETENCY BASED ADMINISTRATOR RESEARCH AND PREPARATION PROGRAMS

The competency based education movement emerged and is presently centred in the United States. Austin reported: "Through legislative or regulatory action, several states have mandated that competency-based preparation programs become operative at varying times during the next several years."[1] He also concluded: "Although many operational aspects need additional refinement, the concept holds considerable promise for improving upon traditional approaches to the preparation and certification of educators."[2]

The purpose of this section is to review available examples of competency based administrator research and definitions of competence.

---

[1] Austin, "The Necessary Job Competencies of Secondary School Principals as Perceived by Selected Texas Educators," p. 110.

[2] Ibid., p. 123.

Competency Based Administrator Research

One of the earliest endeavours in the area of competency based administrator education was undertaken by Laurence who developed a source book of suggested competencies and activities for interns in secondary school administration programs. Eighty competencies were grouped under the areas of supervision and instruction, curriculum and programming, pupil personnel administration, school community relations, school plant purchasing and supplies, finance and budget,[1] organization and administration, and staff personnel administration. Competence within each area was stated and outlined through a listing of behavioral objectives for each competency. Activities by which an intern could gain proficiency in a particular competency were also listed.[2]

Dederick[3] provided a definition of competence for school administrators based on the six domains of administrative behavior originally proposed by the University Council for Educational Administration. Fifty-three competency statements were grouped under (1) initiating and responding to change: developing one's own framework for initiating and receiving proposals for change, (2) decision-making, (3) support for instruction and learning, (4) human relations and morale, (5) evaluating school processes and products, and (6) responding to problem situations.

---

[1]Jack P. Laurence, "The Development of a Source Book of Suggested Competencies and Activities for Interns in Secondary School Administration" (Ed.D. dissertation, University of Maryland, 1958; Ann Arbor, Mich.: University Microfilms, 1917, 1959), pp. 71-75.

[2]Ibid., pp. 88-136.

[3]Warren E. Dederick, "Competencies of the School Administrator," Phi Delta Kappen 54 (January 1973):349-50.

[1]
Alberto found general agreement among Philippine government

officials, university officials, superintendents, and public school

principals concerning the competencies which a pre-service educational

administration program should develop. Based on her findings she

recommended that emphasis should be placed on developing skills in

(1) planning, organizing and evaluating the total school program,

(2) human relations, (3) curriculum and instruction, organization and

structure, problem-solving, co-ordination and school community

relations.[2]

[3]
A study by Martin revealed the common professional education

competencies considered essential to adequate performance by ad-

ministrators of vocational education at the community college level.

Of specific interest to this study was the fact that the comparison of

the respondents in terms of the background variable administrative

position indicated that significant differences in the perception of

the competencies existed.[4]

[5]
McCleary et al. utilized thirty-nine statements of competence

listed under seven major categories in a competency based inquiry into

the principalship. Since the initial investigation was undertaken the

---

[1]Alberto, "Priorities of Competencies in Educational Administration as Judged by Government Officials, Superintendents and Principals in the Philippine Public Schools," p. 94.

[2]Ibid., p. 96.

[3]Dariel D. Martin, "A Study of the Professional Education Competencies and Community College Administrators of Vocational Education" (Ed.D. dissertation, Oregon State University, 1972), pp. 87-97.

[4]Ibid., p. 101.

[5]Lloyd E. McCleary et al., "Assessing Competency Needs in Administration," p. 5.

number of categories and statements of competence have been revised

and enlarged to include fourteen areas and seventy competencies.

McCleary wrote:

> More recent studies have indicated a need to enlarge the
> number of categories in order to encompass a broader array
> of competencies. However, in an attempt to limit the
> number of competencies under each category, we have included
> only those on which there is high agreement among three
> rating groups as to the most critical competencies within
> the category. This still leaves us with a manageable list
> and one upon which program development and assessment of
> mid-career administrators is possible. [1]

Austin also investigated the competencies needed for the

secondary school principalship. His survey instrument included

ninety-one statements of competence grouped under (1) organization

and administration, (2) curriculum design and improvement, (3)

instructional processes, (4) business and financial management,

(5) student management, (6) personnel management, (7) facilities,

equipment and supplies, and (8) communications. [2]

Additional examples of competency based administrator research

and definitions of competence were provided in a research report

compiled by Poole [3] which contained statements of competence from

forty-nine research and literature sources.

---

[1] Lloyd E. McCleary, personal letter, 16 May 1974.

[2] Austin, "The Necessary Job Competencies of Secondary School Principals as Perceived by Selected Texas Educators," pp. 142-152.

[3] Jonelle Poole, Compilation of Competency Statements for School Administrators as Derived From Literature. Research Report Number 1. (Athens: Bureau of Educational Studies and Field Services, University of Georgia, February 1974; Bethesda, Md.: ERIC Document Reproduction Service ED 088 839, 1974).

Competency Based Administrator Preparation Programs

[1]

Brubacher and Olsen reported that the primary focus of the competency based educational administration program at the University of Connecticut was upon the functions for which the administrator was responsible. The four functional areas that were delineated included planning, communicating, allocating, and evaluating.

The Department of School Administration and Supervision, California State University established a set of competencies under the areas of human values and skills, technical skills and knowledge, and theories and concepts.[2] The model adopted by the Department of Educational Administration, University of Utah defined competence in terms of (1) content specified in terms of conceptual, technical, and human skills, (2) levels of learning specified as familiarity, understanding, and application, and (3) methodology in terms of sixteen identifiable types.[3] Illinois State University, meanwhile,

---

[1] John W. Brubacher and Clarence R. Olsen, "A Competency Based Program in Educational Administration," in The Identification and Development of Administrative Competencies. An Administrative Seminar: Administrative Competency/Performance Based Resource Materials, comps. Raymond E. Wochner and Steven B. Lynch (Tempe: Bureau of Educational Research and Services, Arizona State University, 1973; Bethesda, Md.: ERIC Document Reproduction Service, ED 083 723, 1974), p. 4.

[2] G. Rasmussen, "Report of the Program Development Committee," in The Identification and Development of Administrative Competencies. An Administrative Seminar: Administrative Competency/Performance Based Resource Materials, comps. Raymond E. Wochner and Steven B. Lynch (Tempe: Bureau of Educational Research and Services, Arizona State University, 1973; Bethesda, Md.: ERIC Document Reproduction Service, ED 083 723, 1974), p. 1.

[3] University of Utah, "The Development of a Competency Based Individualized Program," in The Identification and Development of Administrative Competencies. An Administrative Seminar: Administrative Competency/Performance Based Resource Materials, comps. Raymond E. Wochner and Steven B. Lynch (Tempe: Bureau of Educational Research and Services, Arizona State University, 1973; Bethesda, Md.: ERIC Document Reproduction Service, ED 083 723, 1974), p. 7.

developed instructional packages containing sub-competencies for the

following five areas of competence: general administration, program[1]

planning, personnel, public relations, and student services.

As an initial step towards the development of a competency based

administrator preparation program Geer and Lockridge[2] proposed a model

for the identification and validation of competencies. Ellet et al.[3]

reported a model for classifying the competence of school level

administrators with regards to staff personnel, support management,

school-community interface, fiscal management, system wide policies

and operations, and curriculum/instruction functions.

Summary

The review of the related literature and research revealed

considerable interest in competency based administrator research.

Although the review of the related literature and research did not

identify examples of competency based administrator research dealing

specifically with the junior high school vice-principalship, studies

by Laurence, Alberto, Martin, McCleary et al., and Austin represented

examples of research investigations attempting to identify competence

for specific administrative positions.

---

[1] Charles W. Edwards, "Administration by Competency," paper presented at the Conference on Higher Education, American Association of Higher Education, Chicago, Illinois, 11 March 1974 (Bethesda, Md.: ERIC Document Reproduction Service, ED 090 806, 1974), p. 1.

[2] John T. Geer and Burma L. Lockridge, "A Validation Model for Administrative Competencies," CCBC Notebook 3 (July 1974):12-18 (Bethesda, Md.: ERIC Document Reproduction Service, ED 095 118, 1974).

[3] Chad Ellet et al., "The R.O.M.E. Competency Classification Model: A Description," CCBC Notebook 3 (May 1974):3-8 (Bethesda, Md.: ERIC Document Reproduction Service, ED 089 469, 1974), p. 6.

The existence of models for identifying and classifying
competencies was noted and the definitions of competence adopted by
several competency based administrator preparation programs were
reviewed.

VI. CHAPTER SUMMARY

This chapter has reviewed the related literature and research
revelant to the problem considered in the study. Since limited
information was available concerning vice-principalships in Canadian
junior high schools, research and professional literature dealing with
vice-principalships in American junior high and secondary schools
were examined.

The review of the related literature and research with
reference to the present status of the vice-principalship revealed
support for continued inquiry into the vice-principalship in order
to better define the position.

The review of the related literature and research also provided
examples of administrative competencies applicable to the position,
as well as an adequate background on the vice-principal's reported
and recommended duties, responsibilities, and areas of involvement
from which representative competencies were constructed for the
survey questionnaire which was the source of data for the study.
The areas of reported and recommended involvement that were identified
included: organization of public education, working relations with
central office staff, planning the educational program and the
development of curriculum, research and development, community
services and community relations, school finance, pupil control --

discipline and attendance, pupil personnel, pupil activities, personnel management, personnel improvement, administering the instruction program, intra-personnel, and management.

Finally, the review of the related literature and research revealed considerable interest in and examples of research investigations attempting to identify competence for specific administrative positions. The problem considered in the study, the identification of the competencies desired for vice-principals in Manitoba junior high schools, will provide a meaningful definition of competence for vice-principals in Manitoba junior high schools.

The next chapter presents the rationale and a description of the procedure that were followed in order to fulfill the purpose of the study.

CHAPTER III

RESEARCH PROCEDURE

This chapter delineates the research procedure that was
followed to fulfill the purpose of the study.

I. INSTRUMENTATION

The instrument developed for the study was a mail survey
questionnaire. This section presents the rationale of the mail
survey technique and describes the steps taken in the construction
of the instrument.

Rationale of the Mail Survey Technique

Kerlinger[1] stated that the mail survey questionnaire was a
useful tool for educational fact-finding. More explicitly, Gale
and Pol asserted that the identification of statements describing
competence could be initiated "... from survey research that would
collect data from a sample of the practitioners in the field."[2]
Investigations undertaken by Martin, McCleary et al. and Austin
provided examples of competency based administrator research that

---

[1]Fred N. Kerlinger, _Foundations of Behavioral Research_, 2d ed.
(New York: Holt, Rinehart and Winston, Inc., 1973), p. 421.

[2]Larrie E. Gale and Gaston Pol, "Competence: A Definition and
Conceptual Scheme," _Educational Technology_ 15 (June 1975):24.

1

had utilized the mail survey questionnaire.

Specific advantages of the mail survey technique for the

problem considered in the study included:

1. The instrument provided a standardized list of competencies for all respondents

2. The instrument provided the most efficient method of rating specific items

3. The instrument offered the least time imposition to the respondent

4. The instrument could be completed at the convenience of the respondent

5. The instrument allowed for frank responses since anonymity beyond the researcher was assured in writing

6. The mail survey technique made it possible to cover a wider geographic area and reach a larger sample with given funds than was possible by other research methods

Construction of the Instrument

The mail survey questionnaire that was used in the study was

composed of two sections. Specific instructions were included in

each part.

Section 1 of the instrument was designed to provide basic

demographic data about the administrators included in the study. The

recipients of the questionnaire were asked to indicate their position,

age, level of education attained, years of administrative experience,

and whether or not they viewed the junior high school vice-

principalship as a career position.

---

[1]Martin, "A Study of the Professional Education Competencies and Community College Administrators of Vocational Education," p. 67; McCleary et al., "Assessing Competency Needs in Administration," p. 5; and Austin, "The Necessary Job Competencies of Secondary School Principals as Perceived by Selected Texas Educators," p. 6.

Section 11 of the instrument was designed to obtain a rating of

the level of proficiency desired for each of the included competency

statements.

Competency Statements

The competency statements included in section 11 were developed

through a review of the related literature and research.

Initially, the development of statements of competence that

were consistent with the reported and recommended duties, re-

sponsibilities, and areas of involvement for junior high school

vice-principals was undertaken. Competence recommended for secondary-

school administrators and believed applicable to the junior high

school vice-principalship was also identified and expressed in

statement form. Guided by the principle that a questionnaire should

be long enough to gather the required information but short enough

to ensure its completion, seventy-nine competencies were developed.[1]

Prior to being submitted to a panel of judges the statements

were (1) grouped into twelve areas of competence, (2) given a suitable

title, and (3) subjected to a final review to reaffirm their

appropriateness and to eliminate redundancy.

Accredited Jury

The reliability of the seventy-nine competency statements was

verified through the services of a small but highly competent group

---

[1]Mildred B. Parten, Surveys, Polls and Samples: Practical
Procedures (New York: Cooper Square Publishers, Inc., 1966), p. 385.

of professional personnel commonly referred to as an accredited jury.
The accredited jury has been used as an appraisal agent in many studies
and is recognized as a valuable research technique.

Junior high school vice-principals, principals, and professors
from the Department of Educational Administration, University of
Manitoba acted as the judges in the rating of the provided items.
Specifically, they were instructed to indicate their approval or
disapproval of each competency in terms of the statement being (1)
consistent with the category in which it was placed, and (2) appropriate
to the junior high school vice-principalship as it existed in most
school situations. They were also encouraged to alter items directly
and/or suggest modifications in individual statements. Finally, space
was provided at the end of the instrument for additional items that
might be recommended by the judges.

The reliability of the competency statements was determined by
the Kuder-Richardson procedure and resulted in a reliability co-
efficient of .783.

Final Draft of the Instrument

Preparation of the final draft of the instrument was begun as
soon as the information that was received from the accredited jury was
tabulated. Since each competency had received majority approval and a[1]
high reliability coefficient had been achieved, it was decided to

---

[1]A reliability coefficient of .70 is usually regarded as being
high (James L. Bruning and B.L. Kintz, Computational Handbook of
Statistics, p. 191).

include all seventy-nine items in section ll.

In view of Parten's statement: "In surveys by mail, there is no doubt that an attractive looking questionnaire is a selling point for co-operation,"[1] special consideration was given to the appearance and initial impact the instrument would have on those receiving it. In particular, a distinctive size was chosen so that when folded and stapled the instrument measured seven by seven inches. An aesthically pleasing cover format, attractive page layout, and easily readable size and style of type were also selected to enhance the probability of the instrument being completed and returned.

Finally, the design of the instrument was influenced by the suggestion:

> It is also desirable to have the questionnaire look as
> if it were easy to fill out. This can be accomplished
> by requiring very little writing of the information,
> and/or so arranging the various items so that the
> questionnaire does not appear crowded.[2]

Application of this suggestion resulted in a five point Likert-type scale being incorporated into the instrument. This scale enabled the respondent to judgementally score his/her level of desired proficiency for each competency statement in terms of its relation to the efficient operation of the junior high school vice-principalship. The categories on the scale included: "no proficiency desired," "slight proficiency desired," "moderate proficiency desired," "considerable proficiency desired," and "complete proficiency desired."

---

[1] Parten, Surveys, Polls and Samples: Practical Procedures, p. 185.

[2] Ibid., p. 384.

Evaluation of the Instrument

A draft of the instrument in its final form was presented to a second panel of judges consisting of professors and graduate students from the Faculty of Education, University of Manitoba. This panel was asked to evaluate the instrument with regard to format and clarity. The responses received from the judges indicated that no major modifications in the instrument were necessary.

Summary

The mail survey questionnaire developed for the study was designed to (1) provide basic demographic data about the administrators included in the sample population, and (2) obtain a rating of the level of proficiency desired for each of the included competency statements. The seventy-nine competency statements included in the instrument were developed through a review of the related literature and research and were verified by an accredited jury. The reliability of the items was determined by the Kuder-Richardson procedure and resulted in a reliability coefficient of .783.

A five point Likert-type scale was incorporated into the instrument to enable the respondent to judgementally score his/her level of desired proficiency for each competency statement in terms of its relation to the efficient operation of the junior high school vice-principalship.

Lastly, a second panel of judges which was asked to evaluate the instrument with regard to format and clarity indicated that no major modifications in the instrument were necessary.

II. SAMPLING PROCEDURE

This section provides the rationale and a description of the sample chosen for the study.

Rationale of the Sample

McCleary and McIntyre urged that "The identification of competencies must include the active participation of practising school administrators if they are to be relevant and properly analyzed into their component parts."[1] In particular, Bagdonas suggested that[2] studies pertaining to the junior high school vice-principalship should include the opinions of principals in addition to those of vice-principals.

McKendry[3] noted a lack of research on the role of the assistant principal as perceived by assistant principals, principals, and superintendents. He suggested that by considering the perceptions of all three groups a more comprehensive view of the position would result than if assistant principals were polled as in most previous studies of this type.[4] In like manner, Austin stated: "Attempts to establish sets of competencies should include input from a broad section of the education profession in each phase of development and

---

[1]Lloyd E. McCleary and Kenneth McIntyre, "Competency Development and the Methodology of College Teaching: A Model and Proposal" (Bethesda, Md.: ERIC Document Reproduction Service, ED 077 138, 1973), p. 5.

[2]Bagdonas, "The Duties and Responsibilities of the Des Moines Junior High School Vice-Principals," p. 54.

[3]McKendry, "A Comparative Study of the Role of the High School Assistant Principal as Perceived by Superintendents, Principals and Assistant Principals in Selected Districts of the State of Illinois," p. 89.

[4]Ibid., p. 33.

validation."[1]

Sample

The mail survey questionnaire was mailed to the total population of Manitoba junior high school vice-principals, principals, and superintendents. This procedure provided for a sample of 112 administrators, including 32 vice-principals, 39 principals, and 51 superintendents.

Summary

The instrument developed for the study was mailed to the total population of Manitoba junior high school vice-principals, principals, and superintendents.

III. COLLECTION OF THE DATA

This section delineates the steps taken in the collection of the data.

The Initial Mailing

The administrators who were selected to participate in the study received a questionnaire, an explanatory letter, and a pre-stamped self-addressed return envelope. The return envelope was coded to enable a follow-up letter to be sent if the instrument was not returned by the requested date.

---

[1]Austin, "The Necessary Job Competencies of Secondary School Principals as Perceived by Selected Texas Educators," p. 125.

The letter of transmittal solicited the co-operation of the recipient. It stated the purpose of the study, the value of the recipient's participation, and the date by which the completed question- naire was anticipated. Assurance of the anonymity of the respondent's reply beyond the researcher was also given.

See appendix A for a copy of the letter of transmittal and appendix B for a copy of the questionnaire.

Follow-up Efforts

Second and third mailings were undertaken in an attempt to increase the number of returns. A copy of the questionnaire was included in both mailings for the convenience of the recipient.

The first follow-up letter reminded the recipient that his questionnaire had not been received. In addition, the purpose of the study, the importance of the administrator's participation, and the assurance of anonymity beyond the researcher were restated. The administrators were also encouraged to contact the researcher by phone to clarify any questions he/she might have concerning the instrument and its contents. Lastly, a statement to disregard the letter if the questionnaire had already been returned was included.

The second follow-up letter stated that a most gratifying 81 per cent response in completed, usable questionnaires had been received prior to the letter's distribution and that additional responses would serve to further increase the validity and usefulness of the study.

See appendices C and D for the second and third letters of transmittal.

Distribution of the Responses

Table 1 contains the sample size, the distribution of responses by position for the three mailings, and the number and percentage of usable and unusable questionnaires for the three position subgroups that comprised the total sample population. The total number of returned questionnaires was 112, a rate of 91.8 per cent. Of the returned questionnaires, 29 were received from vice-principals (90.6 per cent), 37 were received from principals (94.8 per cent), and 46 were received from superintendents (90.2 per cent).

Since 8 of the returned questionnaires (6.5 per cent) were considered unusable, the total usable response was 85.2 per cent.

Coding

The final step in the collection of the data was to code each returned questionnaire before transferring its data to processing cards for computer analysis. In addition to the responses provided for in the instrument four unlisted responses were introduced during the coding process. In section 1 of the instrument, the responses "(6) both" and "(7) no response" were allowed for question 5. In coding section 11 of the instrument the responses "(7) no response," "(8) void response," and "(9) not applicable" were included.

Summary

The administrators who were selected to participate in the study received a questionnaire, an explanatory letter, and a pre-stamped self-addressed return envelope. Second and third mailings

TABLE 1

FREQUENCY AND PERCENTAGE RESPONSE TO QUESTIONNAIRE

Category	Number Mailed	Number Returned			Total Responses					
		Mailing 1	Mailing 2	Mailing 3	Usable	%	Unusable	%	Total	%
Vice-Principal	32	18	10	1	29	90.6	0	0.0	29	90.6
Principal	39	27	7	3	36	92.3	1	2.5	37	94.8
Superintendent	51	36	10	0	39	76.4	7	13.7	46	90.2
Total	122	81	27	4	104	85.2	8	6.5	112	91.8

were also undertaken in an attempt to increase the number of returns
and resulted in a total usable response of 85.2 per cent.

IV. ANALYSIS OF DATA

This section delineates the steps taken in the analysis of
the data.

Factor Analysis

Factor analysis is a method of analyzing a set of observations
from their intercorrelations to determine whether the variations
represented can be accounted for adequately by a number of basic
categories smaller than that with which the investigation was started.[1]
This subsection presents the rationale of the factor analysis technique
and describes the procedure followed.

Rationale

Popham and Sirotnik described the factor analysis technique as
one in which "... underlying factors are sought which can be used to
describe or explain several 'clustered' or strongly related variables."[2]
Correspondingly, Martin concluded: "Factor analysis applied to the
data is a useful technique for identifying groupings from different
competencies in studying roles and requirements."[3]

---

[1]Benjamin Fruchter, Introduction to Factor Analysis (Princeton:
D. Van Nostrand Company, Inc., 1954), p. 1.

[2]W. James Popham and Kenneth A. Sirotnik, Educational Statistics:
Use and Interpretation (New York: Harper and Row, 1973), p. 153.

[3]Martin, "A Study of the Professional Education Competencies and
Community College Administrators of Vocational Education," p. 107.

Geer and Lockridge observed that the validation procedure for statements of competence had "... consisted almost exclusively of judgements by a jury or panel of experts with little attention to the generation of statistical evidence of validity."[1] To increase the validity of a statistical design they recommended that factor analysis should be incorporated into research investigations attempting to identify competence for particular administrative positions.

Procedure Followed

Principal factor analysis with iteration was applied to the seventy-nine competency statements included in section 11 of the mail survey questionnaire in order to determine the common competencies desired for vice-principals in Manitoba junior high schools. After the initial factors were identified they were rotated in hyperspace in order to achieve the best fit of the reference axes. Varimax orthogonal factor rotation was the rotational procedure applied.

Rotation of the initial factors was supported by Kerlinger[2] who noted that Thurstone had stressed the necessity of rotating factors since the original factor matrices were arbitrary in the sense that an infinite number of reference axes could be found to reproduce any given matrix. This view was also shared by Popham and Sirotnik[3] who advised that orthogonal rotation was usually attempted first. Accordingly, 8 factors from the initial factor matrix, having a

---

[1] Geer and Lockridge, "A Validation Model for Administrative Competencies," p. 12.

[2] Kerlinger, Foundations of Behavioral Research, p. 671.

[3] Popham and Sirotnik, Educational Statistics: Use and Interpretation, p. 261.

minimum eigenvalue of 2.01 and representing a cumulative percentage of

53.3 per cent, were subjected to varimax orthogonal factor rotation.

For the purpose of the study only those competency statements

with factor loadings of $\pm$.45 or higher were considered to have loaded

significantly within a factor.[1] After these common competencies were

identified, each group was labelled and the statements that had

clustered within each factor were briefly discussed.

Descriptive Analysis

Following the factor analysis a descriptive summary of the

distribution of responses to the competency statements that had

loaded significantly within a factor was undertaken.

Rationale

Descriptive statistics are used to describe and summarize sets

of data. In support of their use Glass and Stanley maintained: "Large

masses of data must generally undergo a process of summarization or

reduction before they are interpretable by the human mind ...

descriptive statistics serve as a tool to describe or summarize or

reduce to manageable form the properties of a mass of data."[2]

---

[1] Loadings of .2 or less are usually regarded as insignificant, loadings of .2 to .3 as low, .3 to .5 as moderate, and .5 to .7 as high (Benjamin Fruchter, Introduction to Factor Analysis, p. 151).

[2] Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 2.

Procedure Followed

The frequency count and percentage response to the five point

Likert-type scale, the mean, and the standard deviation were provided

for each competency statement. The mean was chosen to summarize the

overall level of proficiency desired for each competency since "The

value of a mean is affected by the individual values of all of the

scores in the set of data."[1]

To conclude the descriptive summary of the data the ten highest

and ten lowest mean ranked competency statements were identified.

Inferential Analysis

This subsection presents the rationale and describes the

inferential procedure that was followed in the analysis of the data.

Rationale

Kerlinger stated: "The main research purpose of inferential

statistics is to test research hypothesis by testing statistical

hypothesis."[2] Accordingly, an inferential analysis of the data was

undertaken to determine the degree of confidence that could be placed

in inferences about the subgroups of the background variables.

Although the sample population that was submitted to the

inferential analysis did not conform to the theoretical assumption of

a rigorous random sample, it was assumed that it exemplified the

---

[1] Ibid., p. 61.

[2] Kerlinger, _Foundations of Behavioral Research_, p. 201.

characteristics of the population as if it had been randomly chosen
from the population of interest. "From an intuitive point, it stands
to reason that the more data sampled, the more confidence you can have
in believing that the relationships observed in the sample actually
occur in the population."[1] Popham and Sirotnik added: "Although random
sampling is required in theory the researcher can probably draw
meaningful inferences from the sample data which have not been
randomly drawn."[2] Consequently, it was assumed that an inferential
analysis would be of value and would serve a heuristically useful
purpose.

<div align="center">Procedure Followed</div>

One-Way Classification Analysis of Variance

In order to determine whether there were significant differences
in perception within the sample population regarding the factor solution
isolated by the factor analysis technique the respondents were examined
in terms of the background variables: position, age, level of education
attained, years of administrative experience, and a career v. non-
career view of the junior high school vice-principalship. For each
factor the one-way classification analysis of variance was used to
test the null hypothesis.

Analysis of variance is an efficient technique that is known
for its robust qualities.[3] Applying this parametric test one can

---

[1]Popham and Sirotnik, Educational Statistics: Use and
Interpretation, p. 243.

[2]Ibid., p. 44.

[3]George A. Ferguson, Statistical Analysis in Psychology and
Education, 3d ed. (New York: McGraw-Hill Book Company, 1971), p. 219.

"... draw conclusions about means through the process of analyzing variance in a particular way ..."[1] The use of a parametric test in the study was supported by Popham and Sirotnik's observation: "... because of their greater power and flexibility, parametric procedures should ordinally be used when there is a choice between a non-parametric and parametric test."[2] Moreover, Anderson had concluded that "... the type of measuring scale used had little relevance to the question of whether to use parametric or non-parametric tests."[3]

For each factor the null hypothesis stated that there was no significant difference between the means of the subgroups of the background bariable under analysis. The alternate hypothesis stated that there was a significant difference between the mean scores of the subgroups of the background variable. Phrasing the null and alternate hypothesis in this form meant that a tenable hypothesis would indicate that the subgroup means could have come from the same population while an untenable hypothesis would indicate that they were drawn from different populations.

Level of Assessment

The .05 level was chosen as the assessment of difference and the criteria for rejecting the null hypothesis. In support of this decision level Kerlinger remarked: "The .05 level was originally

---

[1] Popham and Sirotnik, Educational Statistics: Use and Interpretation, p. 153.

[2] Ibid., p. 281.

[3] Norman H. Anderson, "Scales and Statistics: Parametric and Non-parametric," Psychological Bulletin 58 (July 1961):316.

chosen - and has persisted with researchers - because it is considered a reasonably good gamble. It is neither too high nor too low for most social scientific research."[1]

Scheffé Test

Post hoc Scheffé tests were applied to the data to locate the significant contrasts between the subgroup means and thereby confirm the significance of the computed F value whenever the null hypothesis was to be rejected. Specifically, the null hypothesis stated that for two means under investigation there was no significant difference from zero in the contrast between the two means. The alternate hypothesis stated that there was a significant difference from zero in the contrast between the two means under investigation.

The Scheffé test is a statistical technique, for groups of unequal size, that is useful in isolating comparisons between means that are responsible for or have contributed to the rejection of the null hypothesis after an F test has indicated overall significance. This statistical technique, however, is more rigorous than other multiple comparison methods so that "To attain significance, differences have to be rather substantial."[2] In this regard, Ferguson commented:

> Concern may attach to the fact that the Scheffé procedure
> is more rigorous than other procedures, and will lead to
> fewer significant results. Because this is so, the in-
> vestigator may choose to employ a less rigorous significance
> level in using the Scheffé procedure; that is, .1 level may

---

[1]Kerlinger, Foundations of Behavioral Research, p. 170.

[2]Ibid., p. 235.

be used instead of the .05 level. This is Scheffe's
recommendation (1959). [1]

For the purpose of the study the .05 level was chosen as the
assessment of a significant contrast from zero and the criteria for
rejecting the null hypothesis. Contrasts significant at the .1
level, however, were also identified.

Summary

Principal factor analysis was applied to the data in order to
determine the competencies desired for vice-principals in Manitoba
junior high schools. Only those competency statements with loadings
of $\pm.45$ or higher were considered to have loaded significantly within
a factor. After these common competencies were identified, each
group was labelled and the statements that had clustered within each
factor were briefly discussed.

Next, a descriptive summary of the distribution of responses
to the competency statements that had loaded significantly within a
factor was undertaken and the ten highest and ten lowest mean-ranked
competency statements were also identified.

Lastly, in order to determine whether there were significant
differences (.05 level) in perception within the sample population
regarding the factor solution isolated by the factor analysis technique
the respondents were examined in terms of the background variables:
position, age, level of education attained, years of administrative
experience, and a career v. non-career view of the junior high school

---

[1]Ferguson, Statistical Analysis in Psychology and Education,
p. 271.

vice-principalship. One-way classification analysis of variance

was used to test the null hypothesis that there was no significant

difference between the means of the subgroups of the background

variable under analysis. Post hoc Scheffé tests were applied to the

data to locate the significant contrasts (.05 and .1 level) between

the subgroup means and thereby confirm the significance of the

computed F value whenever the null hypothesis was to be rejected.

V. CHAPTER SUMMARY

A description of the research procedure followed in the study

has been presented in this chapter.

A tentative list of statements of competence was established

by means of a review of the related literature and research. After

this list was submitted to and approved by an accredited jury, the

items were incorporated into a mail survey questionnaire that was

used to collect the data for the study. Recommendations for and the

prior use of the mail survey technique in studies concerned with

defining competence for particular administrative positions, the

advantages inherent in the use of the technique, and the size and

distribution of the sample population suggested that it was both

feasible and economical for the researcher to employ a mail survey

questionnaire to obtain the data for the study. The instrument was

mailed to Manitoba junior high school vice-principals, principals,

and superintendents and resulted in a 85.2 per cent usable response.

Initially, principal factor analysis was applied to the data

in order to determine the common competencies desired for vice-

principals in Manitoba junior high schools. Next, a descriptive

summary of the distribution of responses to the competency statements which had loaded significantly within a factor was undertaken; and the ten highest and ten lowest mean-ranked competencies were identified.

In order to determine whether there were significant differences (.05 level) in perception within the sample population regarding the factor solution isolated by the factor analysis technique the one-way classification analysis of variance was applied to each factor to test the null hypothesis that there was no significant difference between the means of the subgroups of the background variable under analysis. Post hoc Scheffé tests were applied to the data to locate the significant contrasts (.05 and .1 level) between the subgroup means and thereby confirm the significance of a computed F value whenever the null hypothesis was to be rejected.

The results of the analysis of the data are presented in the next chapter.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this chapter is to present the results of the analysis of the data collected by the mail survey questionnaire. The findings are presented in three sections.

The first section summarizes the results of the principal factor analysis that was applied to the data to identify the common competencies desired for vice-principals in Manitoba junior high schools.

The second section presents a descriptive summary of the distribution of responses to the competency statements that were isolated by the principal factor analysis. As part of the descriptive analysis the ten highest and ten lowest mean-ranked competency statements are identified.

The third section delineates the findings of the inferential analysis of the data that was undertaken to determine whether there were significant differences in perception within the sample population regarding the seven factor solution. Specifically, the results of the one-way classification analysis of variance which was used to test the null hypothesis and the post hoc Scheffé tests that were applied to the data to confirm the significance of the computed F values are described.

I. THE FACTOR ANALYSIS

The responses to the competency statements included in section 11 of the mail survey questionnaire, which were gathered on a Likert-type scale, were subjected to principal factor analysis with iteration. The factors that were isolated by this procedure were extracted from intercorrelations constructed from the responses to the seventy-nine items. The rotated factor matrix in table 2 is a description of the common competencies desired for vice-principals in Manitoba junior high schools. The entries in table 2 are called factor loadings and represent correlation coefficients between the variables and isolated factors. Competency statements that clustered under a factor with loadings of $\pm.45$ or higher were recorded as having loaded significantly within that factor.

Description of the Factors

The principal factor analysis isolated a seven factor solution that retained fifty-one items with factor loadings of $\pm.45$ or higher. See table 3 for the percentage of common variance accounted for by each factor and the resultant cumulative percentages.

Following is a brief description of the seven factors. The titles assigned to the factors were judgementally derived and indicated the general nature of the competency statements that had loaded significantly under each. Spurious competencies, which were defined as those items loading highest under one factor but with a loading of less than $\pm.45$, were also identified and aided in the process of interpreting and labelling the seven factors.

TABLE 2

PRINCIPAL FACTOR ANALYSIS WITH ITERATION
AND VARIMAX ROTATION

Item	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Factor VII
1	.31	.09	.06	-.16	.07	.18	.17
2	-.04	.31	.05	.35	.28	.29	-.02
3	.14	.19	.03	.07	-.15	.67	.12
4	.07	.47	.08	-.07	.08	.58	.11
5	.02	.47	-.03	.24	.15	.20	.09
6	-.04	.16	.48	.15	.26	-.08	.21
7	.27	.24	.14	.08	.06	.27	.48
8	.20	.23	.09	.27	.17	.27	.11
9	.17	.25	-.02	.20	.36	.12	.29
10	.23	.30	-.02	.15	.20	.23	.40
11	.25	-.08	.27	.20	.50	.17	.14
12	.03	.29	.18	.09	.19	-.00	.39
13	.28	.17	.06	.15	.34	.10	.49
14	-.05	.18	.08	.01	.55	.17	.04
15	.03	.08	.15	.37	.41	.12	.08
16	.05	.08	.01	.22	.12	.18	.55
17	.07	-.01	.22	.47	.12	.02	.26
18	-.02	.15	.33	.41	.33	.05	.19
19	.21	.19	-.01	.52	.21	.13	.18
20	.43	-.01	.02	.20	-.01	.63	.30
21	.31	.02	-.12	.21	.21	.62	.01
22	.03	-.06	.53	.03	.08	-.12	-.09
23	.38	-.15	.30	.16	.10	.09	.18
24	.14	.34	.14	.38	.14	.26	.03
25	.03	.12	.70	.09	-.01	-.05	.05
26	-.01	.02	.18	.55	.01	.01	.10

TABLE 2 -- Continued

Item	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Factor VII
27	.35	.21	-.03	.08	.04	.40	.51
28	.51	.18	.05	.09	.04	.28	.48
29	.28	.04	.29	.24	.07	.17	.12
30	.24	.36	.09	.11	.21	.02	.23
31	.20	.51	.14	.24	.01	-.06	.21
32	.41	.23	.05	.25	-.11	-.05	.35
33	.08	.10	.27	.13	.24	-.06	.09
34	.31	.13	.37	.19	.17	.17	.08
35	.18	.22	.09	.48	-.08	.14	.20
36	.17	.13	.53	.28	.07	.07	.22
37	.14	.52	.19	.15	.32	.13	.11
38	.39	.26	.01	.18	.27	.30	.19
39	.23	.52	.07	.02	.26	.34	.16
40	.64	.24	.02	-.04	.18	.12	.17
41	.69	.20	.02	-.05	.19	.05	.08
42	.45	.03	.46	.32	.20	.04	.04
43	.68	.15	.03	.14	.15	.11	.12
44	.43	.51	.29	.03	.00	-.04	.21
45	.36	.25	.04	.06	.07	.25	.30
46	.46	.17	-.06	.22	.28	.14	.26
47	.34	.22	.08	.38	.17	.27	-.04
48	.54	.27	.07	.27	-.02	.12	.17
49	.23	.54	.15	.10	.16	.10	.08
50	.58	.56	.25	.08	.03	.12	.01
51	.24	.51	.05	.05	.10	.07	.20
52	.26	.23	.04	-.02	.37	.20	.32
53	.37	.17	.34	.34	.20	.00	.32
54	.28	.06	.41	.42	.18	.12	.14

TABLE 2 — Continued

Item	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI	Factor VII
55	.45	.15	.39	.13	.22	.20	.18
56	.16	.13	.72	.06	.04	.11	-.07
57	.13	.19	.28	.61	.17	.05	-.03
58	.58	.41	.04	.18	.01	.25	.14
59	.40	.49	.06	.34	.14	.10	.15
60	.13	.12	.66	.10	.18	.11	-.02
61	.34	.14	.41	.21	.23	.38	.14
62	.06	.09	.44	.43	.20	.08	-.05
63	.34	.36	.35	.27	.26	.03	.07
64	.24	.15	.28	.27	.55	-.12	.20
65	.51	.11	.31	.13	.02	.04	.03
66	.66	-.07	.28	-.07	.18	.23	-.05
67	.59	.09	.22	.27	-.03	.07	.20
68	.55	.41	.13	.10	.24	.23	.00
69	.36	.35	.23	.03	.10	.07	.24
70	.30	.25	.21	.24	.34	.15	.11
71	.24	.04	.17	.19	.20	.49	.19
72	.38	.20	.19	.13	.36	.28	.24
73	.30	.13	.35	.01	.45	.04	.02
74	.25	.19	.23	.10	.61	.03	.05
75	.33	.29	.17	.36	.23	.13	-.04
76	.52	.17	.05	.36	.27	.22	-.04
77	.49	.13	.19	.45	.10	.04	.02
78	.46	.14	.20	.31	.23	.18	-.01
79	.62	.20	.18	.11	-.08	.12	.30

TABLE 3

PERCENTAGE OF COMMON VARIANCE

Factor	Percentage	Cumulative Percentage
I	29.4	29.4
II	5.8	35.3
III	3.9	39.2
IV	3.2	42.4
V	2.8	45.3
VI	2.8	48.0
VII	2.7	50.7

Factor I -- Instructional Processes - The statements which
loaded under this factor dealt with the supervision of
instruction and included references to administrative
leadership in the provision of inservice experiences
for staff and curriculum development

Factor II -- Intra-Personal/Interpersonal - This factor
retained statements related to intra-personal and
interpersonal values and skills

Factor III -- General School Administration - In general,
administrative tasks which were concerned with plant
and clerical supervision, school equipment and supplies
were the principal items extracted by this factor

Factor IV -- Communicative Processes - This factor retained
statements related to communication expertise in school
affairs. Examples included references to financial
discussions and student-school conflict situations

Factor V -- Personnel Management - The statements which
loaded under this factor dealt with the organization
and utilization of staff

Factor VI -- Administration for Instruction - The statements
which loaded under this factor related to staffing for
instruction and administrative support for experimental
projects

Factor VII -- Administration of Division Policy - This
factor extracted statements that referred to the development
and implementation of school division policy

Presentation of the Factors

This subsection presents the seven factor solution of the
competencies desired for vice-principals in Manitoba junior high
schools.

Factor I -- Instructional Processes

Factor I accounted for 29.4 per cent of the total variability.
Sixteen competency statements with factor loadings of $\pm.45$ or higher
were isolated by this factor and appeared to group within three

interpretable clusters. Table 4 lists the sixteen items, spurious competencies, and related data for Factor I.

Six statements within Factor I were viewed as being related to inservice education. Items 41 and 43, for example, were concerned with the provision of inservice experiences for staff and loaded highest at .69 and .68. Another competency within this cluster (item 55) that referred to the provision of inservice orientation meetings and faculty handbook development for new teachers loaded considerably weaker at .45.

Item 66: "The vice-principal employs professional research techniques and applies the conclusions in solving educational problems" received a loading of .66 and was viewed as a prerequisite to information dissemination in an inservice setting. This assumption was supported by two other statements that had retained loadings of .64 and .62. Item 40 recognized the vice-principal's need to be conversant with recent developments in educational media and item 79 referred to his ability to determine the competencies needed by classroom teachers.

A second group of six items was viewed as being related to item 67: "The vice-principal supervises instruction by employing modern procedures and techniques of supervision" (.59). Included in this cluster was item 68: "The vice-principal recognizes the necessity for the informal organization and interacts with it accordingly." This competency loaded at .55. Two other statements (items 48 and 65) that referred to the counselling of staff in their school and personal problems and students for placement in special education programs received loadings of .54 and .51. It

TABLE 4

FACTOR I -- INSTRUCTIONAL PROCESSES

Item Number	Competency Statement	Factor Loading
41	The vice-principal assists in organizing inservice programs directed at teachers' needs on pupil adjustment.	.69
43	The vice-principal participates in the planning of appropriate inservice experiences for staff.	.68
66	The vice-principal employs professional research techniques and applies the conclusions in solving educational problems.	.66
40	The vice-principal is conversant with recent developments in educational media.	.64
79	The vice-principal demonstrates the ability to determine competencies needed by particular classroom teachers.	.62
67	The vice-principal supervises instruction by employing modern procedures and techniques of supervision.	.59
58	The vice-principal provides opportunity, direction, and guidance to teachers in developing curricula.	.58
68	The vice-principal recognizes the necessity for the informal organization and interacts with it accordingly.	.55
48	The vice-principal counsels staff in their school and personal problems.	.54

TABLE 4 -- Continued

Item Number	Competency Statement	Factor Loading
76	The vice-principal assists in the identification and procurement of funds for development and research programs.	.52
28	The vice-principal recognizes emerging curriculum patterns and trends in both elementary and secondary schools.	.51
65	The vice-principal identifies and counsels students for placement in special education programs.	.51
77	The vice-principal handles and directs correspondence between parents, staff, and students.	.49
78	The vice-principal helps organize the instructional staff for the co-operative selection and procurement of materials, equipment, and facilities.	.46
46	The vice-principal establishes communications with "feeder" schools for the purpose of assessing needs and articulating educational goals.	.46
55	The vice-principal participates in the development of the faculty handbook and orientation meetings for new teachers.	.45

Spurious

32	The vice-principal formulates a general philosophy of education.	.41

TABLE 4 — Continued

Item Number	Competency Statement	Factor Loading
38	The vice-principal participates in planning and maintaining a public relations program.	.39
23	The vice-principal communicates educational ideas to computer programmers.	.38
72	The vice-principal applies problem identification and analysis procedures in his management of school programs.	.38
53	The vice-principal interprets and provides information related to Department of Education regulations.	.37
69	The vice-principal demonstrates a thorough knowledge of the purpose, organization, and administration of the Manitoba public school system.	.36
45	The vice-principal participates in planning, organizing, and evaluating the total school program.	.36
1	The vice-principal possesses a knowledge of the historical development of curriculum.	.31

was also quite logical that vice-principals were expected to handle and direct correspondence between parents, staff, and students. This statement (item 77) received a loading of .49. Loading slightly weaker at .46 was the final competency associated with this cluster. Item 78 stated: "The vice-principal helps organize the instructional staff for the co-operative selection and procurement of materials, equipment, and facilities."

The remaining four items that loaded significantly within this factor were associated with curriculum development. The highest loading statement (.58) was item 58: "The vice-principal provides opportunity, direction, and guidance to teachers in developing curricula." Closely related to this competency but loading weaker at .51 was item 28: "The vice-principal recognizes emerging curriculum patterns and trends in both elementary and secondary schools." Other examples of supportive action for curriculum development that loaded at .52 and .46 included item 76: "The vice-principal assists in the identification and procurement of funds for development and research programs" and item 46: "The vice-principal establishes communications with 'feeder' schools for the purpose of assessing needs and articulating educational goals."

In summary, sixteen competency statements with factor loadings of $\pm.45$ or higher were isolated by Factor I and categorized under the descriptive title -- Instructional Processes. The items were viewed as having clustered within three groups that were identified as inservice education, supervision of instruction, and curriculum development.

Factor II -- Intra-Personal/Interpersonal

Factor II accounted for 5.8 per cent of the total variability and isolated nine competency statements with factor loadings of $\pm$.45 or higher. Table 5 lists the nine items, spurious competencies, and related data for Factor II.

The two strongest loading items (.56 and .54) within this factor referred to intra-personal values and skills. The statements were item 50: "The vice-principal has the ability to be a person who possesses trust in others as an operational expression of faith" and item 49: "The vice-principal has the disposition to listen as a sincere expression of his desire to understand." Another competency related to these statements, item 59: "The vice-principal challenges teachers to employ innovative and creative educational techniques by his own example to keep abreast of current educational developments" loaded weaker at .49.

Further examination of this factor revealed a group of five statements concerned with interpersonal skills. Item 37, for example, stated: "The vice-principal develops and maintains effective relationships with students." On the other hand, item 39 stressed the vice-principal's ability to encourage an open climate in staff administrator relations. Both items, however, received loadings of .52. Two other statements (items 51 and 31) that described leadership skills in interpersonal relations had identical loadings of .51. And the last competency within this cluster, item 5: "The vice-principal maintains adequate communication with parents and teachers so that he is able to communicate relevant information to them" loaded at .47.

TABLE 5

FACTOR II -- INTRA-PERSONAL/INTERPERSONAL

Item Number	Competency Statement	Factor Loading
50	The vice-principal has the ability to be a person who possesses trust in others as an operational expression of faith.	.56
49	The vice-principal has the disposition to listen as a sincere expression of his desire to understand.	.54
37	The vice-principal develops and maintains effective relationships with students.	.52
39	The vice-principal encourages an open climate in staff-administrator relations.	.52
51	The vice-principal understands and utilizes administrative leadership techniques related to conflict situations and controversial issues.	.51
44	The vice-principal is familiar with the curricula of the junior high school.	.51
31	The vice-principal demonstrates effective leadership in conferences involving parents and the school re student welfare.	.51
59	The vice-principal challenges teachers to employ innovative and creative educational techniques by his own example to keep abreast of current educational developments.	.49
5	The vice-principal maintains adequate communication with parents and teachers so that he is able to communicate relevant information to them.	.47

TABLE 5 - Continued

Item Number	Competency Statement	Factor Loading
	Spurious	
30	The vice-principal displays emotional maturity in the ability to live with the ambiguities of change, conflict, and stress.	.36
63	The vice-principal utilizes alternate means of supervising student behavior in the school building.	.36

Item 44: "The vice-principal is familiar with the curricula of the junior high school" was the final statement that loaded significantly within Factor II. The .51 loading received by this competency suggested a close relationship between the vice-principal's working knowledge of the junior high school curricula and his effective leadership in interpersonal relations.

In summary, Factor II isolated nine competency statements with factor loadings of $\pm.45$ or higher that dealt with intra-personal and interpersonal values and skills. Trust as an operational expression of faith, the ability to listen, and keeping abreast of current educational developments were the intra-personal competencies identified. The interpersonal competency statements referred to administrative leadership in conflict situations and conferences involving parents and the school, and the vice-principal's relationship with students and staff.

Factor III -- General School Administration

Factor III accounted for 3.9 per cent of the total variability and isolated seven statements with factor loadings of $\pm.45$ or higher that described general school administration competence desired for vice-principals in Manitoba junior high schools. Table 6 lists the seven items, spurious competencies, and related data for Factor III.

The highest loading (.72) within this factor was retained by item 56: "The vice-principal conducts and evaluates the school's fire drills." Item 60: "The vice-principal maintains a master calendar of school events" also loaded strongly at .66. Items

TABLE 6

FACTOR III -- GENERAL SCHOOL ADMINISTRATION

Item Number	Competency Statement	Factor Loading
56	The vice-principal conducts and evaluates the school's fire drills.	.72
25	The vice-principal handles the allocation of student texts, lockers, and locks.	.70
60	The vice-principal maintains a master calendar of school events.	.66
36	The vice-principal supervises clerical personnel and office procedure related to his designated areas of responsibility.	.53
22	The vice-principal handles incoming shipments, allocation, and distribution of equipment, supplies, and storage.	.53
6	The vice-principal assists in the regular supervision and inspection of building and grounds.	.48
42	The vice-principal maintains standards for participation in the extra-curricular student activities program.	.46

TABLE 6 -- Continued

Item Number	Competency Statement	Factor Loading
	Spurious	
62	The vice-principal assists in the management of the budget and related financial affairs of the school including inventory, purchase of school awards, preparation of checks drawn on the school account, and recording, handling, and banking money collected from students and fund raising projects.	.44
61	The vice-principal assists in formulating the school schedule	.41
34	The vice-principal participates in the development of the student orientation program including the preparation of the student handbook.	.37
29	The vice-principal registers new students and provides for their proper placement.	.29
33	The vice-principal supervises the school in the absence of the principal.	.27

36, 6, and 42 which dealt with the supervision of clerical personnel (.53), assistance in the regular supervision and inspection of building and grounds (.48), and the maintenance of standards for participation in the extra-curricular student activities program (.46) were the other supervisory tasks isolated by Factor III.

Item 25: "The vice-principal handles the allocation of student texts, lockers, and locks" received the second highest loading (.70) within this factor. Somewhat surprisingly, another statement (item 22) that referred to the allocation of equipment, supplies, and storage for staff loaded much weaker at .53.

In summary, Factor III isolated seven items that described general school administration competence. Five supervisory tasks and two statements that described competence related to the allocation of materials for students and staff each retained factor loadings of $\pm.45$ or higher.

Factor IV —— Communicative Processes

Factor IV accounted for 3.2 per cent of the total variability and isolated five competency statements with factor loadings of $\pm.45$ or higher. In general, the statements referred to communication expertise. Table 7 lists the five items, spurious competencies, and related data for Factor IV.

Item 57: "The vice-principal explains the need for and the allocation of school funds" received the highest loading (.61) within this factor. Related to this competency but loading considerably weaker at .47 was item 17: "The vice-principal

TABLE 7

FACTOR IV — COMMUNICATIVE PROCESSES

Item Number	Competency Statement	Factor Loading
57	The vice-principal explains the need for and the allocation of school funds.	.61
26	The vice-principal works directly with those cases where student suspension may be warranted, serving as the last person to whom a student is referred for counselling before being referred to the principal.	.55
19	The vice-principal identifies the motives and techniques behind the various social forces that affect the operation of the school and analyzes the implications of those forces.	.52
35	The vice-principal mediates disputes between parents, staff, and students.	.48
17	The vice-principal compiles and interprets school records and other statistical information periodically requested by the Division Office and/or Department of Education.	.47

Spurious

| 54 | The vice-principal participates in the development of an effective system of personnel records. | .42 |

TABLE 7 — Continued

Item Number	Competency Statement	Factor Loading
18	The vice-principal participates in defining responsibilities, instituting, and supervising school policy re pupil tardiness and absenteeism.	.41
24	The vice-principal assists the principal in writing administrative bulletins.	.38
47	The vice-principal provides leadership in the establishment of procedures regarding report cards and permanent student records.	.38
75	The vice-principal develops initial proposals for special school programs which will help diminish disciplinary problems and vandalism.	.36
2	The vice-principal utilizes the resources of the community in providing pupil personnel services.	.35

compiles and interprets school records and other statistical

information periodically requested by the Division Office and/or

Department of Education."

Item 26: "The vice-principal works directly with those cases

where student suspension may be warranted, serving as the last person

to whom a student is referred for counselling before being referred

to the principal" retained the second highest loading (.55).

Another statement (item 35) concerned with the vice-principal's

skill in the mediation of conflict situations loaded at .48.

The final competency (item 19) that loaded significantly

within Factor IV stated: "The vice-principal identifies the motives

and techniques behind the various social forces that affect the

operation of the school and analyzes the implications of those

forces." The high loading (.52) of this item suggested a close

relationship between analytic information gathering and the main-

tenance of communicative processes.

In summary, Factor IV isolated five items with factor

loadings of $\pm.45$ or higher that described competence related to

communication expertise.

Factor V -- Personnel Management

Factor V accounted for 2.8 per cent of the total variability

and isolated five competency statements that were primarily

concerned with the organization and utilization of staff. The five

items, which retained factor loadings that ranged from .61 to .45,

are presented along with the spurious competencies and related

data in table 8.

TABLE 8

FACTOR V -- PERSONNEL MANAGEMENT

Item Number	Competency Statement	Factor Loading
74	The vice-principal understands the functions and utilizes the services of non-teaching specialized personnel.	.61
14	The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and pro-fessional matters.	.55
64	The vice-principal maintains effective communication with professional and non-teaching school personnel.	.55
11	The vice-principal participates in the organization and supervision of the extra-curricular program.	.50
73	The vice-principal briefs substitute teachers and ensures that department heads provide them with adequate materials.	.45
Spurious		
15	The vice-principal demonstrates interest in the promotion of extra-curricular and social activities for students.	.41
52	The vice-principal evaluates himself.	.37
9	The vice-principal demonstrates a desire to learn by participating in professional organizations and administration workshops.	.36
70	The vice-principal participates in preparing the agenda for staff meetings.	.34

Item 74: "The vice-principal understands the functions and utilizes the services of non-teaching specialized personnel" received the highest loading (.61) within Factor V. Another statement (item 11) that dealt with the organization and utilization of staff in relation to the extra-curricular program loaded considerably weaker at .50. Item 73: "The vice-principal briefs substitute teachers and ensures that department heads provide them with adequate materials" indicated a third aspect of personnel management. This competency had a loading of .45.

The remaining two statements under Factor V indicated competence necessary for effective personnel management. Item 14 stated that honesty was an essential quality of leadership and item 64 recognized the need for efficient communication with professional and non-teaching staff. Interestingly, both statements retained identical loadings of .55.

In summary, Factor V isolated five items with factor loadings of $\pm$.45 or higher that described competence related to personnel management.

Factor VI -- Administration for Instruction

This factor accounted for 2.8 per cent of the total variability and isolated five competency statements with factor loadings of $\pm$.45 or higher. Table 9 lists the five items, spurious competencies, and related data for Factor VI.

The two highest loading statements (.67 and .63) within Factor VI were concerned with staffing. Item 3 referred to the selection of staff assignments. The second, weaker loading

TABLE 9

FACTOR VI -- ADMINISTRATION FOR INSTRUCTION

Item Number	Competency Statement	Factor Loading
3	The vice-principal assists in the selection of staff assignments.	.67
20	The vice-principal evaluates staff load and balance.	.63
21	The vice-principal encourages and supports experimental education projects.	.62
4	The vice-principal demonstrates personal commitment to the education of all students in the school.	.58
71	The vice-principal participates in considerations given to planning educational facilities.	.49
Spurious		
8	The vice-principal assists in the organization of homeroom classes.	.27

statement (item 20) dealt with the evaluation of staff load.

Closely related to these statements was item 4. Although this competency represented a somewhat obvious expectation of a school building administrator, the high loading (.58) retained by this statement suggested that one example of the vice-principal's commitment to the education of all students in his school is indicated by his approach to the arrangement of staff assignments. In addition, the high loading (.62) retained by item 21: "The vice-principal encourages and supports experimental education projects" suggested that vice-principals are expected to support such projects when staff assignments are being planned and defined.

Lastly, item 71 recognized the vice-principal's role in faciliating the utilization of and provision for adequate facilities. This competency had a loading of .49.

In summary, Factor VI isolated five competency statements related to administration for instruction with significant factor loadings that ranged from .67 to .49. Two statements that referred to the selection and evaluation of staff load and balance loaded strongest under this factor. Three other items extracted by this factor pertained to the vice-principal's commitment to the education of all students in the school, experimental education projects, and the planning of educational facilities.

Factor VII -- Administration of Division Policy

Factor VII accounted for 2.7 per cent of the total variability and isolated four competency statements with factor loadings of $\pm.45$ or higher. Table 10 lists the four items, spurious competencies, and related data for Factor VII.

The highest loading statement (.55) within this factor was item 16: "The vice-principal participates with fellow administrators, senior staff, and the school board in defining, interpreting, and implementing the educational policy of the division." A weaker loading competency (.49) closely related to this statement was item 13: "The vice-principal participates in the community involvement program and assists in procedures for decision-making by community representatives and staff."

The final two competencies within Factor VII had loadings of .51 and .48. Item 27 dealt with the motivation of staff to achieve accepted goals. Item 7 suggested that another important aspect of the administration of division policy was the promotion of unity and balance between programs offered in the school.

In summary, Factor VII isolated four items with factor loadings of $\pm.45$ or higher that dealt with competence related to the administration of school division policy.

Summary

The principal factor analysis that was applied to the data collected by the mail survey questionnaire resulted in significant factor loadings of $\pm.45$ or higher being retained by fifty-one of the seventy-nine competency statements. Moreover, the statements

TABLE 10

FACTOR VII -- ADMINISTRATION OF DIVISION POLICY

Item Number	Competency Statement	Factor Loading
16	The vice-principal participates with fellow administrators, senior staff, and the school board in defining, interpreting, and implementing the educational policy of the division.	.55
27	The vice-principal motivates staff to achieve accepted goals.	.51
13	The vice-principal participates in the community involvement program and assists in procedures for decision-making by community representatives and staff.	.49
7	The vice-principal promotes unity and balance between programs offered in the school.	.48
	Spurious	
10	The vice-principal applies rational decision-making models and procedures in his management of school programs.	.40
12	The vice-principal maintains unbiased standards of achievement for all students.	.39

clustered within seven factors that indicated competence perceived as being desirable for vice-principals in Manitoba junior high schools.

Tables 4 to 10 presented the seven factor solution, including the spurious competencies and related data. The titles assigned to the factors were judgementally derived and indicated the general nature of the competency statements that had loaded significantly within each. The titles included: Instructional Processes, Intra-Personal/Interpersonal, General School Administration, Communicative Processes, Personnel Management, Administration for Instruction, and Administration of Division Policy.

The next section presents a description of the distribution of responses to the fifty-one competency statements that were isolated by the principal factor analysis.

II. THE DESCRIPTIVE ANALYSIS

This section describes the distribution of responses to the competency statements that were isolated by the principal factor analysis. The ten highest and ten lowest mean-ranked competency statements are also identified.

Descriptive Analysis of the Distribution of Responses

Tables 11 to 17 present the distribution of responses to the fifty-one competency statements that were isolated by the principal factor analysis. The frequency count and percentage response to the five point Likert-type scale, mean, and standard deviation are provided for each item.

In the discussion of the distribution of responses the scale components "No Proficiency Desired" and "Slight Proficiency Desired" were grouped and reported as slight proficiency. The scale item "Moderate Proficiency Desired" was referred to as moderate proficiency. And the scale items "Considerable Proficiency Desired" and "Complete Proficiency Desired" were combined and reported as considerable proficiency. Those items which received a majority response in favor of the scale component "Complete Proficiency Desired," however, were also identified.

Factor I -- Instructional Processes

Table 11 displays the distribution of responses to the sixteen competency statements that were isolated by Factor I.

The analysis of the data revealed that the respondents had expressed a preference for considerable proficiency in thirteen of the sixteen competency statements. In this regard, five statements to which over 70 per cent of the respondents expressed the desire that vice-principals in Manitoba junior high schools should have considerable proficiency included item 79: "The vice-principal demonstrates the ability to determine competencies needed by particular classroom teachers" (80.2 per cent), item 41: "The vice-principal assists in organizing inservice programs directed at teachers' needs on pupil adjustment" (79.6 per cent), item 40: "The vice-principal is conversant with recent developments in educational media" (79.6 per cent), item 28: "The vice-principal recognizes emerging curriculum patterns and trends in both elementary and secondary schools" (78.6 per cent), and item 78:

TABLE 11

DISTRIBUTION OF RESPONSES TO COMPETENCY STATEMENTS WITHIN FACTOR I -- INSTRUCTIONAL PROCESSES

Item Number	Competency Statement	P*	f	%	$\bar{x}$	sd
41	The vice-principal assists in organizing inservice programs directed at teachers' needs on pupil adjustment.	N	0		3.99	.80
		S	6	5.8		
		M	15	14.6		
		C	56	54.4		
		CP	26	25.2		
		NR	1			
		VR	0			
		NA	0			
43	The vice-principal participates in the planning of appropriate inservice experiences for staff.	N	0		3.85	.80
		S	5	4.9		
		M	26	25.2		
		C	51	49.5		
		CP	21	20.4		
		NR	1			
		VR	0			
		NA	0			
66	The vice-principal employs professional research techniques and applies the conclusions in solving educational problems.	N	3	3.0	3.64	.98
		S	6	5.9		
		M	36	35.6		
		C	35	34.7		
		CP	21	20.8		
		NR	2			
		VR	1			
		NA	0			

TABLE 11 – Continued

Item Number	Competency Statement	P*	f	%	x̄	sd
40	The vice-principal is conversant with recent developments in educational media.	N	0		4.08	.78
		S	3	2.9		
		M	18	17.5		
		C	50	48.5		
		CP	32	31.1		
		NR	1			
		VR	0			
		NA	0			
79	The vice-principal demonstrates the ability to determine competencies needed by particular classroom teachers.	N	1	1.0	4.03	.83
		S	4	4.0		
		M	15	14.9		
		C	52	51.5		
		CP	29	28.7		
		NR	2			
		VR	1			
		NA	0			
67	The vice-principal supervises instruction by employing modern procedures and techniques of supervision.	N	4	3.9	3.63	.97
		S	7	6.9		
		M	29	28.4		
		C	45	44.1		
		CP	17	16.7		
		NR	2			
		VR	0			
		NA	0			

TABLE 11 — _Continued_

Item Number	Competency Statement	P*	f	%	x̄	sd
58	The vice-principal provides opportunity, direction, and guidance to teachers in developing curricula.	N	1	1.0	3.73	.79
		S	4	3.9		
		M	32	31.1		
		C	51	49.5		
		CP	15	14.6		
		NR	1			
		VR	0			
		NA	0			
68	The vice-principal recognizes the necessity for the informal organization and interacts with it accordingly.	N	0		3.84	.80
		S	3	3.0		
		M	32	32.0		
		C	43	43.0		
		CP	22	22.0		
		NR	4			
		VR	0			
		NA	0			
48	The vice-principal counsels staff in their school and personal problems.	N	5	4.9	3.29	1.01
		S	14	13.7		
		M	41	40.2		
		C	30	29.4		
		CP	12	11.8		
		NR	2			
		VR	0			
		NA	0			

TABLE 11 — Continued

Item Number	Competency Statement	P*	f	%	x̄	sd
76	The vice-principal assists in the identification and procurement of funds for development and research programs.	N	5	4.9	3.26	1.04
		S	17	16.7		
		M	39	38.2		
		C	28	27.5		
		CP	13	12.7		
		NR	1			
		VR	1			
		NA	0			
28	The vice-principal recognizes emerging curriculum patterns and trends in both elementary and secondary schools.	N	0		3.97	.77
		S	5	4.9		
		M	17	16.5		
		C	57	55.3		
		CP	24	23.3		
		NR	1			
		VR	0			
		NA	0			
65	The vice-principal identifies and counsels students for placement in special education programs.	N	3	2.9	3.64	1.02
		S	8	7.8		
		M	36	35.0		
		C	32	31.1		
		CP	24	23.3		
		NR	1			
		VR	0			
		NA	0			

TABLE 11 — Continued

Item Number	Competency Statement	P*	f	%	x̄	sd
77	The vice-principal handles and directs correspondence between parents, staff, and students.	N	6	5.9	3.21	1.03
		S	14	13.7		
		M	48	47.1		
		C	21	20.6		
		CP	13	12.7		
		NR	1			
		VR	1			
		NA	0			
78	The vice-principal helps organize the instructional staff for the co-operative selection and procurement of materials, equipment, and facilities.	N	1	1.0	3.89	.78
		S	3	2.9		
		M	22	21.6		
		C	56	54.9		
		CP	20	19.6		
		NR	1			
		VR	1			
		NA	0			
46	The vice-principal establishes communications with "feeder" schools for the purpose of assessing needs and articulating educational goals.	N	2	2.0	3.78	.90
		S	5	5.0		
		M	27	26.7		
		C	46	45.5		
		CP	21	20.8		
		NR	2			
		VR	1			
		NA	1			

TABLE 11 -- Continued

Item Number	Competency Statement	P*	f	%	x̄	sd
55	The vice-principal participates in the development of the faculty handbook and orientation meetings for new teachers.	N	1	1.0	3.81	.74
		S	1	1.0		
		M	30	29.4		
		C	54	52.9		
		CP	16	15.7		
		NR	2			
		VR	0			
		NA	0			

*Code: Proficiency desired   N No
       S Slight
       M Moderate
       C Considerable
       CP Complete
       NR No response
       VR Void response
       NA Not applicable

"The vice-principal helps organize the instructional staff for the co-operative selection and procurement of materials, equipment, and facilities" (74.5 per cent).

Six other statements that elicited at least a 60 per cent response in preference of considerable proficiency included item 43: "The vice-principal participates in the planning of appropriate inservice experiences for staff" (69.9 per cent), item 55: "The vice-principal participates in the development of the faculty handbook and orientation meetings for new teachers" (68.6 per cent), item 46: "The vice-principal establishes communications with feeder schools for the purpose of assessing needs and articulating educational goals" (66.3 per cent), item 68: "The vice-principal recognizes the necessity for the informal organization and interacts with it accordingly" (65.0 per cent), item 58: "The vice-principal provides opportunity, direction, and guidance to teachers in developing curricula" (64.1 per cent), and item 67: "The vice-principal supervises instruction by employing modern procedures and techniques of supervision" (60.8 per cent).

Examination of the distribution of responses to item 66: "The vice-principal employs professional research techniques and applies the conclusions in solving educational problems" and item 65: "The vice-principal identifies and counsels students for placement in special education programs" revealed that the rating "Moderate Proficiency Desired" had received the largest response (35.6 and 36.5 per cent) prior to the regrouping of the scale components. After regrouping, however, the considerable level of proficiency retained the largest number of respondents (55.5 and

54.4 per cent).

Lastly, the analysis of the data suggested that the respondents did not agree upon the level of proficiency vice-principals in Manitoba junior high schools should have in the remaining three competency statements within Factor I. For example, although item 48: "The vice-principal counsels staff in their school and personal problems" and item 76: "The vice-principal assists in the identification and procurement of funds for development and research programs" drew responses of 41.2 and 40.2 per cent in preference of considerable proficiency, an almost identical number of respondents (40.2 and 38.2 per cent) viewed moderate proficiency in the two competencies as being adequate for the efficient functioning of vice-principalships in Manitoba junior high schools.

The final statement within this factor, item 77: "The vice-principal handles and directs correspondence between parents, staff, and students" only elicited a 33.3 per cent response in favor of considerable proficiency. A breakdown of the total response to this statement in comparison to the other items within Factor I revealed that the largest number of the respondents to express a preference for moderate proficiency in a competency (47.1 per cent), the largest percentage of the respondents to reject a competency (5.9 per cent), and the second highest percentage of the sample population to indicate a preference for the scale component "Slight Proficiency Desired" (13.7 per cent) had responded to this item.

Factor II -- Intra-Personal/Interpersonal

Table 12 summarizes the distribution of responses to the
nine competency statements that were isolated by Factor II.

Five competency statements within this factor to which over
90 per cent of the respondents expressed the desire that vice-
principals in Manitoba junior high schools should have considerable
proficiency included item 44: "The vice-principal is familiar with
the curricula of the junior high school" (95.1 per cent), item 37:
"The vice-principal develops and maintains effective relationships
with students" (95.0 per cent), item 39: "The vice-principal
encourages an open climate in staff-administrator relations"
(91.2 per cent), item 5: "The vice-principal maintains adequate
communication with parents and teachers so that he is able to
communicate relevant information to them" (90.4 per cent), and
item 31: "The vice-principal demonstrates effective leadership in
conferences involving parents and the school re student welfare"
(90.3 per cent).

Not surprisingly, four of the preceding five statements
(items 44, 37, 39, and 5) elicited a majority response in favor
of the scale component "Complete Proficiency Desired." Item 49:
"The vice-principal has the disposition to listen as a sincere
expression of his desire to understand" also drew a majority
response in preference of complete proficiency as well as a combined
89.1 per cent response in support of considerable proficiency. Two
other statements that retained agreement in excess of 85 per cent
in favor of considerable proficiency were item 50: "The vice-
principal has the ability to be a person who possesses trust in

TABLE 12

DISTRIBUTION OF RESPONSES TO COMPETENCY STATEMENTS
WITHIN FACTOR II -- INTRA-PERSONAL/INTERPERSONAL

Item Number	Competency Statement	P	f	%	$\bar{x}$	sd
50	The vice-principal has the ability to be a person who possesses trust in others as an operational expression of faith.	N	0		4.36	.67
		S	0			
		M	11	10.9		
		C	43	42.6		
		CP	47	46.5		
		NR	2			
		VR	1			
		NA	0			
49	The vice-principal has the disposition to listen as a sincere expression of his desire to understand.	N	0		4.41	.71
		S	1	1.0		
		M	10	9.9		
		C	37	36.6		
		CP	53	52.5		
		NR	2			
		VR	1			
		NA	0			
37	The vice-principal develops and maintains effective relationships with students.	N	0		4.53	.63
		S	1	1.0		
		M	4	4.0		
		C	36	36.0		
		CP	59	59.0		
		NR	2			
		VR	2			
		NA	0			

TABLE 12 — Continued

Item Number	Competency Statement	P	f	%	x̄	sd
39	The vice-principal encourages an open climate in staff-administrator relations.	N	0		4.43	.65
		S	0			
		M	9	8.8		
		C	40	39.2		
		CP	53	52.0		
		NR	2			
		VR	0			
		NA	0			
51	The vice-principal understands and utilizes administrative leadership techniques related to conflict situations and controversial issues.	N	0		4.21	.70
		S	1	1.0		
		M	13	12.6		
		C	52	50.5		
		CP	37	35.9		
		NR	1			
		VR	0			
		NA	0			
44	The vice-principal is familiar with the curricula of the junior high school.	N	0		4.48	.69
		S	3	2.9		
		M	2	2.0		
		C	40	39.2		
		CP	57	55.9		
		NR	2			
		VR	0			
		NA	0			

TABLE 12 - Continued

Item Number	Competency Statement	P	f	%	x̄	sd
31	The vice-principal demonstrates effective leadership in conferences involving parents and the school re student welfare.	N	0		4.26	.65
		S	1	1.0		
		M	9	8.7		
		C	55	53.4		
		CP	38	36.9		
		NR	1			
		VR	0			
		NA	0			
59	The vice-principal challenges teachers to employ innovative and creative educational techniques by his own example to keep abreast of current educational developments.	N	1	1.0	4.00	.88
		S	4	3.9		
		M	21	20.6		
		C	44	43.1		
		CP	32	31.4		
		NR	1			
		VR	1			
		NA	0			
5	The vice-principal maintains adequate communication with parents and teachers so that he is able to communicate relevant information to them.	N	0		4.47	.67
		S	0			
		M	10	9.6		
		C	35	33.7		
		CP	59	56.7		
		NR	0			
		VR	0			
		NA	0			

others as an operational expression of faith" (89.1 per cent)

and item 51: "The vice-principal understands and utilizes ad-

ministrative leadership techniques related to conflict situations

and controversial issues" (86.4 per cent).

The response to the final competency statement within

Factor II, item 59: "The vice-principal challenges teachers to

employ innovative and creative educational techniques by his own

example to keep abreast of current educational developments"

indicated that a slightly lower number of respondents (74.5 per

cent) desired considerable proficiency in this competency for the

efficient functioning of vice-principalships in Manitoba junior

high schools.

Factor III -- General School Administration

Table 13 displays the distribution of responses to the seven

competency statements that were isolated by Factor III.

Four competency statements within this factor that elicited

majority responses in preference of considerable proficiency were

item 6: "The vice-principal assists in the regular supervision and

inspection of building and grounds" (65.1 per cent), item 60: "The

vice-principal maintains a master calendar of school events"

(58.9 per cent), item 36: "The vice-principal supervises clerical

personnel and office procedure related to his designated areas of

responsibility" (58.8 per cent), and item 25: "The vice-principal

handles the allocation of student texts, lockers, and locks"

(52.4 per cent).

TABLE 13

DISTRIBUTION OF RESPONSES TO COMPETENCY STATEMENTS WITHIN
FACTOR III -- GENERAL SCHOOL ADMINISTRATION

Item Number	Competency Statement	P	f	%	$\bar{x}$	sd
56	The vice-principal conducts and evaluates the school's fire drills.	N	3	2.9	3.37	1.05
		S	20	19.6		
		M	30	29.4		
		C	34	33.3		
		CP	15	14.7		
		NR	1			
		VR	1			
		NA	0			
25	The vice-principal handles the allocation of student texts, lockers, and locks.	N	12	11.7	3.41	1.38
		S	18	17.5		
		M	19	18.4		
		C	24	23.3		
		CP	30	29.1		
		NR	1			
		VR				
		NA				
60	The vice-principal maintains a master calendar of school events.	N	5	4.9	3.68	1.10
		S	8	7.8		
		M	29	28.4		
		C	33	32.4		
		CP	27	26.5		
		NR	1			
		VR	1			
		NA	0			

TABLE 13 - Continued

Item Number	Competency Statement	P	f	%	$\bar{x}$	sd
36	The vice-principal supervises clerical personnel and office procedure related to his designated areas of responsibility.	N	1	1.0	3.64	.97
		S	13	12.7		
		M	28	27.5		
		C	40	39.2		
		CP	20	19.6		
		NR	1			
		VR	1			
		NA	0			
22	The vice-principal handles incoming shipments, allocation and distribution of equipment, supplies, and storage.	N	10	9.7	3.13	1.25
		S	25	24.3		
		M	29	28.2		
		C	20	19.4		
		CP	19	18.4		
		NR	1			
		VR	0			
		NA	0			
6	The vice-principal assists in the regular supervision and inspection of building and grounds.	N	1	1.0	3.86	.98
		S	8	7.8		
		M	27	26.2		
		C	35	34.0		
		CP	32	31.1		
		NR	1			
		VR	0			
		NA	0			

TABLE 13 — Continued

Item Number	Competency Statement	P	f	%	x̄	sd
42	The vice-principal maintains standards for participation in the extra-curricular student activities program.	N	4	3.9	3.31	1.02
		S	17	16.5		
		M	38	36.9		
		C	31	30.1		
		CP	13	12.6		
		NR	1			
		VR	0			
		NA	0			

The reaction to item 56: "The vice-principal conducts and evaluates the school's fire drills" and item 42: "The vice-principal maintains standards for participation in the extra-curricular student activities program" revealed a slightly weaker percentage of the respondents (48.0 and 42.7 per cent) had expressed the desire that vice-principals in Manitoba junior high schools should have considerable proficiency in the two competencies.

In contrast, little consensus emerged among the respondents with regard to the final item within Factor III. The considerable level of proficiency was reported as being the most desirable for item 22: "The vice-principal handles incoming shipments, allocation and distribution of equipment, supplies, and storage" by 37.8 per cent of the respondents. Another 34.0 per cent of the respondents expressed a preference for slight proficiency, while just over 28 per cent of the sample population perceived moderate proficiency in this competency as being adequate for the efficient functioning of vice-principalships in Manitoba junior high schools.

Factor IV — Communicative Processes

Table 14 presents the distribution of responses to the five competency statements isolated by Factor IV.

Four of the five competency statements within this factor to which a majority of the respondents indicated that vice-principals in Manitoba junior high schools should have considerable proficiency included item 26: "The vice-principal works directly with those cases where student suspension may be warranted, serving as the last person to whom a student is referred for counselling

TABLE 14

DISTRIBUTION OF RESPONSES TO COMPETENCY STATEMENTS
WITHIN FACTOR IV -- COMMUNICATIVE PROCESSES

Item Number	Competency Statement	P	f	%	$\bar{\bar{x}}$	sd
57	The vice-principal explains the need for and the allocation of school funds.	N	3	3.0	3.22	.95
		S	17	17.0		
		M	45	45.0		
		C	25	25.0		
		CP	10	10.0		
		NR	2			
		VR	2			
		NA	0			
26	The vice-principal works directly with those cases where student suspension may be warranted, serving as the last person to whom a student is referred for counselling before being referred to the principal.	N	3	2.9	3.88	1.02
		S	8	7.8		
		M	17	16.7		
		C	44	43.1		
		CP	30	29.4		
		NR	2			
		VR	0			
		NA	0			
19	The vice-principal identifies the motives and techniques behind the various social forces that affect the operation of the school and analyzes the implications of those forces.	N	1	1.0	3.76	.81
		S	5	4.9		
		M	28	27.2		
		C	53	51.5		
		CP	16	15.5		
		NR	1			
		VR	0			
		NA	0			

TABLE 14 - Continued

Item Number	Competency Statement	P.	f	%	x̄	sd
35	The vice-principal mediates disputes between parents, staff, and students.	N	2	2.0	3.72	.97
		S	9	8.8		
		M	27	26.5		
		C	42	41.2		
		CP	22	21.6		
		NR	1			
		VR	1			
		NA	0			
17	The vice-principal compiles and interprets school records and other statistical information periodically requested by the Division Office and/or Department of Education.	N	2	2.0	3.74	.98
		S	10	9.8		
		M	24	23.5		
		C	43	42.2		
		CP	23	22.5		
		NR	1			
		VR	1			
		NA	0			

before being referred to the principal" (72.5 per cent), item 19:
"The vice-principal identifies the motives and techniques behind
the various social forces that affect the operation of the school
and analyzes the implications of those forces" (67.0 per cent)
item 17: "The vice-principal compiles and interprets school records
and other statistical information periodically requested by the
Division Office and/or Department of Education" (64.7 per cent),
and item 35: "The vice-principal mediates disputes between parents,
staff, and students" (62.8 per cent).

The final statement within Factor IV, item 57: "The vice-
principal explains the need for and the allocation of school funds"
drew a strong response (45 per cent) that signified moderate pro-
ficiency in this competency was adequate for the efficient
functioning of vice-principalships in Manitoba junior high schools.

Factor V -- Personnel Management

Table 15 depicts the distribution of responses to the five
competency statements that were isolated by Factor V.

Each of the five competency statements within Factor V drew
a substantial response in preference of considerable proficiency.
The percentage responses ranged from a high of 94.2 to a low of
66.7 per cent. The results included item 14: "The vice-principal
recognizes honesty as a necessary quality of leadership and is
consistently honest in personal and professional matters" (94.2
per cent), item 64: "The vice-principal maintains effective
communications with professional and non-teaching school personnel"
(82.5 per cent), item 11: "The vice-principal participates in the

TABLE 15

DISTRIBUTION OF RESPONSES TO COMPETENCY STATEMENTS
WITHIN FACTOR V — PERSONNEL MANAGEMENT

Item Number	Competency Statement	P	f	%	$\bar{x}$	sd
74	The vice-principal understands the functions and utilizes the services of non-teaching specialized personnel.	N	0		3.84	.78
		S	5	4.9		
		M	26	25.2		
		C	53	51.5		
		CP	19	18.4		
		NR	1			
		VR	0			
		NA	0			
14	The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and professional matters.	N	0		4.69	.58
		S	0			
		M	6	5.8		
		C	20	19.2		
		CP	78	75.0		
		NR	0			
		VR	0			
		NA	0			
64	The vice-principal maintains effective communication with professional and non-teaching school personnel.	N	0		4.10	.75
		S	3	2.9		
		M	15	14.6		
		C	54	52.4		
		CP	31	30.1		
		NR	1			
		VR	0			
		NA	0			

TABLE 15 - Continued

Item Number	Competency Statement	P	f	%	$\bar{x}$	sd
11	The vice-principal participates in the organization and supervision of the extra-curricular program.	N	1	1.0	3.93	.91
		S	7	6.7		
		M	19	18.3		
		C	48	46.2		
		CP	29	27.9		
		NR	0			
		VR	0			
		NA	0			
73	The vice-principal briefs substitute teachers and ensures that department heads provide them with adequate materials.	N	0		3.80	.93
		S	11	10.8		
		M	23	22.5		
		C	43	42.2		
		CP	25	24.5		
		NR	1			
		VR	1			
		NA	0			

organization and supervision of the extra-curricular program"
(74.1 per cent), item 74: "The vice-principal understands the
functions and utilizes the services of non-teaching specialized
personnel" (69.9 per cent), and item 73: "The vice-principal
briefs substitute teachers and ensures that department heads
provide them with adequate materials" (66.7 per cent).

Although the competency statements within this factor
elicited large percentage responses in favor of considerable
proficiency, item 14 was the only statement that received a
majority response in preference of complete proficiency. The
number of respondents (75 per cent), who indicated that vice-
principals in Manitoba junior high schools should have complete
proficiency in this competency, was the largest response to the
scale component "Complete Proficiency Desired" retained by any
item isolated by the principal factor analysis.

Factor VI -- Administration for Instruction

Table 16 presents the distribution of responses to the
competency statements that were isolated by Factor VI.

A substantial number of the respondents (67.6 per cent)
expressed the view that vice-principals in Manitoba junior high
schools should have complete proficiency in item 4: "The vice-
principal demonstrates personal commitment to the education of
all students in the school." Correspondingly, the regrouping of
the scale components "Complete Proficiency Desired" and "Considerable
Proficiency Desired" resulted in a combined response of 94.1 per
cent in favor of considerable proficiency in this competency.

TABLE 16

DISTRIBUTION OF RESPONSES TO COMPETENCY STATEMENTS WITHIN
FACTOR VI -- ADMINISTRATION FOR INSTRUCTION

Item Number	Competency Statement	P	f	%	$\bar{x}$	sd
3	The vice-principal assists in the selection of staff assignments.	N	2	1.9	3.86	.90
		S	4	3.9		
		M	25	24.3		
		C	47	45.6		
		CP	25	24.3		
		NR	1			
		VR	0			
		NA	0			
20	The vice-principal evaluates staff load and balance.	N	5	4.9	3.50	1.05
		S	11	10.7		
		M	31	30.1		
		C	39	37.9		
		CP	17	16.5		
		NR	1			
		VR	0			
		NA	0			
21	The vice-principal encourages and supports experimental educational projects.	N	1	1.0	3.86	.84
		S	4	4.0		
		M	25	24.8		
		C	49	48.5		
		CP	22	21.8		
		NR	2			
		VR	1			
		NA	0			

TABLE 16 — Continued

Item Number	Competency Statement	P	f	%	x̄	sd
4	The vice-principal demonstrates personal commitment to the education of all students in the school.	N	0		4.60	.66
		S	2	2.0		
		M	4	3.9		
		C	27	26.5		
		CP	69	67.6		
		NR	2			
		VR	0			
		NA	0			
71	The vice-principal participates in considerations given to planning educational facilities.	N	2	2.0	3.75	.89
		S	4	3.9		
		M	32	31.4		
		C	43	42.2		
		CP	21	20.6		
		NR	2			
		VR	0			
		NA	0			

The remaining four statements within Factor VI also elicited majority responses (70.3 to 54.4 per cent) that signified considerable proficiency in the competencies was desirable for the efficient functioning of vice-principalships in Manitoba junior high schools. The statements were item 21: "The vice-principal encourages and supports experimental educational projects" (70.3 per cent), item 3: "The vice-principal assists in the selection of staff assignments" (69.9 per cent), item 71: "The vice-principal participates in considerations given to planning educational facilities" (62.8 per cent), and item 20: "The vice-principal evaluates staff load and balance" (54.4 per cent).

Factor VII -- Administration of Division Policy

Table 17 displays the distribution of responses to the four competency statements that were isolated by Factor VII.

The respondents indicated that vice-principals in Manitoba junior high schools should have considerable proficiency in each of the four competency statements that loaded within Factor VII. The statements in order of their percentage response were item 27: "The vice-principal motivates staff to achieve accepted goals" (83.2 per cent), item 7: "The vice-principal promotes unity and balance between programs offered in the school" (73.1 per cent), item 16: "The vice-principal participates with fellow administrators, senior staff, and the school board in defining, interpreting, and implementing the educational policy of the division" (67.6 per cent), and item 13: "The vice-principal participates in the community involvement program and assists in

TABLE 17

DISTRIBUTION OF RESPONSES TO COMPETENCY STATEMENTS WITHIN
FACTOR VII -- ADMINISTRATION OF DIVISION POLICY

Item Number	Competency Statement	P	f	%	x̄	sd
16	The vice-principal participates with fellow administrators, senior staff, and the school board in defining, interpreting, and implementing the educational policy of the division.	N	2	2.0	3.89	1.04
		S	9	8.8		
		M	22	21.6		
		C	34	33.3		
		CP	35	34.3		
		NR	1			
		VR	1			
		NA	0			
27	The vice-principal motivates staff to achieve accepted goals.	N	0		4.20	.76
		S	2	2.0		
		M	15	14.9		
		C	45	44.6		
		CP	39	38.6		
		NR	2			
		VR	1			
		NA	0			
13	The vice-principal participates in the community involvement program and assists in procedures for decision-making by community representatives and staff.	N	3	2.9	3.59	.92
		S	5	4.9		
		M	39	38.2		
		C	39	38.2		
		CP	16	15.7		
		NR	1			
		VR	1			
		NA	0			

TABLE 17 — Continued

Item Number	Competency Statement	P	f	%	x̄	sd
7	The vice-principal promotes unity and balance between programs offered in the school.	N	0		3.93	.74
		S	2	1.9		
		M	26	25.0		
		C	53	51.0		
		CP	23	22.1		
		NR	0			
		VR	0			
		NA	0			

procedures for decision-making by community representatives and

staff" (53.9 per cent).

<div align="center">

Ranked High and Low Mean
Competency Statements

</div>

The purpose of this subsection is to present the ten highest

and ten lowest mean-ranked competency statements for the fifty-one

items that were isolated by the principal factor analysis.

<div align="center">

Ranked High Mean Competency Statements

</div>

Table 18 displays the ten highest mean-ranked competency
[1]
statements.

Each of the scores reflected a consensus by the respondents

in preference of the scale component "Considerable Proficiency

Desired." Specifically, the means ranged from a high of 4.69 for

item 14: "The vice-principal recognizes honesty as a necessary

quality of leadership and is consistently honest in personal and

professional matters" to a low of 4.21 for item 51: "The vice-

principal understands and utilizes administrative leadership

techniques related to conflict situations and controversial issues."

Examination of the related data also revealed that eight of

the ten high mean-ranked competency statements had been isolated

by Factor II -- Intra-Personal/Interpersonal.

----

[1]Appendices E and F contain the ten highest and ten lowest
mean-ranked competency statements for the seventy-nine items that
were included in section II of the mail survey questionnaire.

TABLE 18

RANKED HIGH MEAN COMPETENCY STATEMENTS
WITHIN THE SEVEN FACTOR SOLUTION

Item Number	Competency Statement	$\bar{x}$	$\bar{x}$ Rank	Factor
14	The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and professional matters.	4.69	1	V
4	The vice-principal demonstrates personal commitment to the education of all students in the school.	4.60	2	VI
37	The vice-principal develops and maintains effective relationships with students.	4.53	3	II
44	The vice-principal is familiar with the curricula of the junior high school.	4.48	4	II
5	The vice-principal maintains adequate communication with parents and teachers so that he is able to communicate relevant information to them.	4.47	5	II
39	The vice-principal encourages an open climate in staff-administrator relations.	4.43	6	II
49	The vice-principal has the disposition to listen as a sincere expression of his desire to understand.	4.41	7	II
50	The vice-principal has the ability to be a person who possesses trust in others as an operational expression of faith.	4.36	8	II

TABLE 18 – Continued

Item Number	Competency Statement	$\bar{\bar{x}}$	$\bar{\bar{x}}$ Rank	Factor
31	The vice-principal demonstrates effective leadership in conferences involving parents and the school re student welfare.	4.26	9	II
51	The vice-principal understands and utilizes administrative leadership techniques related to conflict situations and controversial issues.	4.21	10	II

Ranked Low Mean Competency Statements

Table 19 presents the ten lowest mean-ranked competency statements.

Each of the scores reflected a consensus by the respondents in preference of the scale component "Moderate Proficiency Desired." The means ranged from a high of 3.58 for item 3: "The vice-principal assists in the selection of staff assignments" to a low of 3.13 for item 22: "The vice-principal handles incoming shipments, allocation and distribution of equipment, supplies, and storage."

Examination of the related data also revealed that four of the low mean-ranked competency statements had been isolated by Factor III — General School Administration. Factor I — Instructional Processes accounted for three of the remaining six statements.

Summary

In the descriptive analysis of the distribution of responses to the fifty-one competency statements that were isolated by the principal factor analysis the scale components were grouped and reported as slight, moderate, and considerable proficiency. Those items which received a majority response in favor of the scale component "Complete Proficiency Desired," however, were also identified.

The descriptive analysis revealed that a majority of the respondents agreed vice-principals in Manitoba junior high schools should have complete proficiency in seven competencies. The statements were item 14: "The vice-principal recognizes honesty

TABLE 19

RANKED LOW MEAN COMPETENCY STATEMENTS
WITHIN THE SEVEN FACTOR SOLUTION

Item Number	Competency Statement	$\bar{x}$	$\bar{x}$ Rank	Factor
3	The vice-principal assists in the selection of staff assignments.	3.58	42	VII
20	The vice-principal evaluates staff load and balance.	3.50	43	VI
25	The vice-principal handles the allocation of student texts, lockers, and locks.	3.41	44	III
56	The vice-principal conducts and evaluates the school's fire drills.	3.37	45	III
42	The vice-principal maintains standards for participation in the extra-curricular student activities program.	3.31	46	III
48	The vice-principal counsels staff in their school and personal problems.	3.29	47	I
76	The vice-principal assists in the identification and procurement of funds for development and research programs.	3.26	48	I
57	The vice-principal explains the need for and the allocation of school funds.	3.22	49	IV

TABLE 19 — Continued

Item Number	Competency Statement	$\bar{x}$	$\bar{x}$ Rank	Factor
77	The vice-principal handles and directs correspondence between parents, staff, and students.	3.21	50	I
22	The vice-principal handles incoming shipments, allocation and distribution of equipment, supplies, and storage.	3.13	51	III

as a necessary quality of leadership and is consistently honest in personal and professional matters" (75.0 per cent), item 4: "The vice-principal demonstrates personal commitment to the education of all students in the school" (67.6 per cent), item 37: "The vice-principal develops and maintains effective relationships with students" (59.0 per cent), item 5: "The vice-principal maintains adequate communication with parents and teachers so that he is able to communicate relevant information to them" (56.7 per cent), item 44: "The vice-principal is familiar with the curricula of the junior high school" (55.9 per cent), item 49: "The vice-principal has the disposition to listen as a sincere expression of his desire to understand" (52.5 per cent), and item 39: "The vice-principal encourages an open climate in staff-administrator relations" (52.0 per cent).

A majority of the respondents also agreed that vice-principals in Manitoba junior high schools should have considerable proficiency in thirty-seven of the remaining forty-four competencies. The thirty-seven items, grouped in terms of competency statements that had elicited at least an 80 per cent, 70 per cent, 60 per cent, and 50 per cent response in preference of considerable proficiency are presented in tables 29 to 32 in chapter V.

On the other hand, item 77: "The vice-principal handles and directs correspondence between parents, staff, and students" and item 57: "The vice-principal explains the need for and the allocation of school funds" each elicited a response (47.1 and 45.0 per cent) that indicated moderate proficiency in the two competencies was adequate for the efficient functioning of vice-principalships in Manitoba junior high schools.

A consensus was not discernible for the level of proficiency
desired in five competencies (items 22, 42, 48, 56, and 76).

Lastly, the ten highest and ten lowest mean-ranked competency
statements were identified. Each of the high mean-ranked competency
statement scores reflected a consensus by the respondents in preference
of the scale component "Considerable Proficiency Desired." Item 14:
"The vice-principal recognizes honesty as a necessary quality of
leadership and is consistently honest in personal and professional
matters" retained the highest mean score. On the other hand, each
of the low mean-ranked competency statement scores was found to
reflect a consensus by the respondents in favor of the scale component
"Moderate Proficiency Desired."

The findings of the inferential analysis of the data are
presented in the next section.

III. THE INFERENTIAL ANALYSIS

The purpose of this section is to delineate the findings of
the inferential analysis of the data that was undertaken to determine
whether there were significant differences in perception within the
sample population regarding the seven factor solution.

Tables 20 to 27 present the results of the one-way classification
analysis of variance and the post hoc Scheffé tests. For each factor
the one-way classification analysis of variance was used to test the
null hypothesis "There is no significant difference between the means
of the subgroups of the background variable under analysis." The
.05 level of significance was chosen as the assessment of difference
and the criteria for rejecting the null hypothesis in favor of its
alternate "There is a significant difference between the mean scores

of the subgroups of the background variable under analysis." Lastly,
post hoc Scheffé tests were applied to the data to locate significant
contrasts between the subgroup means and thereby confirm the signi-
ficance of the computed F value whenever a null hypothesis was to
be rejected.

Results of the Analysis of
Variance By Position

The null hypothesis was tested using the one-way classification
analysis of variance and stated that there was no significant
difference between the means of the subgroups of the background
variable position. In all, seven individual hypotheses were tested,
one for each factor. Table 20 displays the seven factors and related
data.

The computed F value was less than the critical table values
of 3.09 and 3.10 at the .05 level for six of the seven factors. Only
Factor IV -- Communicative Processes had a computed F value greater
than its critical table value.

The results of the Scheffé test are presented in table 21.
The contrasts between the vice-principals and principals, and the
vice-principals and superintendents were significant at the .05
level. Specifically, the vice-principals had expressed a desire
for more proficiency in the competencies within Factor IV. The
null hypothesis, therefore, was rejected for Factor IV and accepted
for Factors I to III and Factors V to VII.

TABLE 20

RESULTS OF THE ONE-WAY CLASSIFICATION ANALYSIS
OF VARIANCE BY POSITION

Factor	Comparison*			df	Table Value	Computed Value
I Instructional Processes	58.92	59.18	60.95	2,93	3.10	.45
II Intra-Personal/Interpersonal	39.46	38.63	39.76	2,96	3.09	.68
III General School Administration	24.89	24.03	24.32	2,98	3.09	.20
IV Communicative Processes	19.96	17.76	17.68	2,96	3.09	5.05**
V Personnel Management	20.29	20.34	20.46	2,99	3.09	.03
VI Administration for Instruction	19.24	19.68	19.90	2,95	3.09	.30
VII Administration of Division Policy	15.00	15.56	16.08	2,96	3.09	1.38

* Code: Position mean score   VP Vice-principal
                         P Principal
                         S Superintendent

** Significant at .05

TABLE 21

RESULTS OF THE SCHEFFÉ TESTS ON FACTORS FOUND
SIGNIFICANT UNDER ONE-WAY CLASSIFICATION
ANALYSIS OF VARIANCE BY POSITION

Factor	Contrast*		df	Table Value	Computed Value
IV Communicative Processes	V-P	P	2,96	2.49	2.73**
	V-P	S	2,96	2.49	2.90**
	P	S	2,96	2.49	.11

* Code: Position V-P Vice-principal
                P   Principal
                S   Superintendent

** Significant at .05

Results of the Analysis of
Variance By Age

The null hypothesis was tested using the one-way classification analysis of variance and stated that there was no significant difference between the means of the subgroups of the background variable age. In all, seven individual hypotheses were tested, one for each factor. Table 22 presents the seven factors and related data.

The computed F value was less than the critical table values of 2.47 and 2.48 at the .05 level for each of the seven factors. Accordingly, the null hypothesis was accepted for each factor.

Results of the Analysis of Variance By
Level of Education Attained

The null hypothesis was tested using the one-way classification analysis of variance and stated that there was no significant difference between the means of the subgroups of the background variable level of education attained. In all, seven individual hypotheses were tested, one for each factor.

As shown in table 23, the subgroups did not perceive the factors differently. Hence, the null hypothesis was retained for each of the seven factors.

Results of the Analysis of Variance By
Years of Administrative Experience

The null hypothesis was tested using the one-way classification analysis of variance and stated that there was no significant difference between the means of the subgroups of the background

144

TABLE 22

RESULTS OF THE ONE-WAY CLASSIFICATION ANALYSIS
OF VARIANCE BY AGE

Factor	Comparison*					df	Table Value	Computed Value
	A1	A2	A3	A4	A5			
I Instructional Processes	63.00	58.19	60.56	59.76	59.77	4,91	2.48	.21
II Intra-Personal/Interpersonal	45.00	39.38	39.65	38.39	39.39	4,94	2.47	.76
III General School Administration	25.00	25.31	25.00	22.30	24.81	4,96	2.47	1.11
IV Communicative Processes	24.00	18.13	18.93	18.36	17.76	4,94	2.47	1.27
V Personnel Management	21.00	19.88	20.79	20.43	20.18	4,97	2.47	.31
VI Administration for Instruction	20.00	18.75	20.00	19.59	19.84	4,93	2.47	.40
VII Administration of Division Policy	19.00	15.07	15.36	15.91	15.67	4,94	2.47	1.17

* Code: age mean score A1 25-29
A2 30-34
A3 35-39
A4 40-44
A5 45 plus

TABLE 23

RESULTS OF THE ONE-WAY CLASSIFICATION ANALYSIS OF
VARIANCE BY LEVEL OF EDUCATION ATTAINED

Factor	Comparison*				df	Table Value	Computed Value
	E1	E2	E3	E4			
I Instructional Processes	55.36	59.86	61.07	65.00	3,92	2.71	1.19
II Intra-Personal/Interpersonal	39.67	39.23	39.03	42.00	3,95	2.70	.34
III General School Administration	26.17	24.17	23.96	25.50	3,97	2.70	.54
IV Communicative Processes	17.00	18.59	18.48	17.00	3,95	2.70	.92
V Personnel Management	21.00	20.10	20.48	23.00	3,98	2.70	.92
VI Administration for Instruction	18.73	19.57	19.93	23.00	3,94	2.70	1.06
VII Administration of Division Policy	15.33	15.40	16.03	17.50	3,95	2.70	.77

* Code: Level of education attained mean score
      E1 Bachelor degree
      E2 Two Bachelor degrees
      E3 Master's degree
      E4 Doctorate

variable years of administrative experience. In all, seven individual hypotheses were tested, one for each factor. Table 24 displays the seven factors and related data.

The computed F value was less than the critical table values of 2.47 and 2.48 for five of the seven factors. Since Factor VI — Administration for Instruction and Factor VII - Administration of Division Policy had computed F values that were greater than their critical table value at the .05 level, post hoc Scheffé tests were applied to locate significant contrasts between the subgroup means. The results of this procedure are presented in table 25.

Application of the Scheffé test to Factor VI produced two significant contrasts at the .05 level. The respondents who had 4-6 and 7-9 years of administrative experience, and those that had 4-6 and more than 12 years of administrative experience perceived Factor VI in such a manner that the contrasts between them were significantly different from zero. Two other contrasts were also found to be significant at the .1 level.

Application of the Scheffé test to Factor VII produced a significant contrast at the .05 level between the respondents who had 4-6 and those that had 7-9 years of administrative experience. An additional three contrasts that were found to be significant at the .1 level were also identified.

The post hoc Scheffé tests that were applied to Factors VI and VII reaffirmed the significance of the computed F values at the .05 level. Specifically, the respondents with 7-9 and more than 12 years of administrative experience had expressed a desire for more proficiency in the competencies within Factor VI and

TABLE 24

RESULTS OF THE ONE-WAY CLASSIFICATION ANALYSIS OF
VARIANCE BY YEARS OF ADMINISTRATIVE EXPERIENCE

Factor	Comparison*					df	Table Value	Computed Value
	Y1	Y2	Y3	Y4	Y5			
I Instructional Processes	62.50	53.58	58.17	60.86	61.37	4,91	2.48	2.02
II Intra-Personal/Interpersonal	37.83	37.45	39.42	39.21	39.84	4,94	2.47	.90
III General School Administration	21.14	24.33	24.45	23.50	25.08	4,96	2.47	.91
IV Communicative Processes	16.67	17.42	18.68	18.36	18.62	4,94	2.47	.78
V Personnel Management	20.43	20.08	19.30	20.14	20.94	4,97	2.47	1.215
VI Administration for Instruction	21.00	16.27	19.95	20.23	19.98	4,93	2.47	3.782**
VII Administration of Division Policy	14.57	13.09	16.42	16.07	15.90	4,94	2.47	4.084**

*Code: Years of administrative experience mean score
Y1 1-3
Y2 4-6
Y3 7-9
Y4 10-12
Y5 greater than 12

**Significant at .05

TABLE 25

RESULTS OF THE SCHEFFE TESTS ON FACTORS FOUND SIGNIFICANT
UNDER ONE-WAY CLASSIFICATION ANALYSIS OF VARIANCE
BY YEARS OF ADMINISTRATIVE EXPERIENCE

Factor	Contrast*		df	Table Value	Computed Value
VI Administration for Instruction	Y1	Y2	4,93	3.14	3.04***
	Y1	Y3	4,93	3.14	.72
	Y1	Y4	4,93	3.14	.50
	Y1	Y5	4,93	3.14	.76
	Y2	Y3	4,93	-3.14	-3.15**
	Y2	Y4	4,93	-3.14	-3.10***
	Y2	Y5	4,93	-3.14	-3.56**
	Y3	Y4	4,93	-3.14	-.25
	Y3	Y5	4,93	-3.14	-.04
	Y4	Y5	4,93	3.14	.26
VII Administration of Division Policy	Y1	Y2	4,94	3.14	2.01***
	Y1	Y3	4,94	-3.14	-1.72
	Y1	Y4	4,94	-3.14	-1.34
	Y1	Y5	4,94	-3.14	-1.35

TABLE 25 - Continued

Factor	Contrast*		df	Table Value	Computed Value
	Y2	Y3	4,94	-3.14	-3.61**
	Y2	Y4	4,94	-3.14	-3.05***
	Y2	Y5	4,94	-3.14	-2.22***
	Y3	Y4	4,94	3.14	.30
	Y3	Y5	4,94	3.14	.25
	Y4	Y5	4,94	3.14	.23

*Code: Years of administrative experience

Y1 1-3
Y2 4-6
Y3 7-9
Y4 10-12
Y5 greater than 12

**Significant at .05

***Significant at .1 with table value 2.00

those with 7-9 years of administrative experience desired more proficiency in the competencies within Factor VII. The null hypothesis, therefore, was accepted for Factors I to V and rejected for Factors VI and VII.

Results of the Analysis of Variance By Career v. Non-Career View of the Junior High School Vice-Principalship

The null hypothesis was tested using the one-way classification analysis of variance and stated that there was no significant difference between the means of the subgroups of the background variable career v. non-career view of the junior high school vice-principalship. In all, seven individual hypotheses were tested, one for each factor. Table 26 lists the seven factors and related data.

The computed F value at the .05 level was only greater than the critical table values of 3.95 and 3.94 for Factor V — Personnel Management. The results of the Scheffé test (.05 level) that are presented in table 27 reaffirmed the significance of the computed F value. The respondents who reported a non-career view of the junior high school vice-principalship desired more proficiency in the competencies within Factor V. Accordingly, the null hypothesis was rejected for Factor V and retained for Factors I to IV, VI, and VII.

Summary

This section has presented the results of the inferential analysis of the data in which the one-way classification analysis of variance was used to test the null hypothesis that there was no

TABLE 26

RESULTS OF THE ONE-WAY CLASSIFICATION ANALYSIS OF
VARIANCE BY CAREER v. NON-CAREER VIEW OF THE
JUNIOR HIGH SCHOOL VICE-PRINCIPALSHIP

Factor	Comparison*		df	Table Value	Computed Value
	C1	C2			
I Instructional Processes	59.34	59.85	1,87	3.95	.06
II Intra-Personal/Interpersonal	38.92	39.43	1,90	3.95	.30
III General School Administration	24.26	24.68	1,92	3.95	.13
IV Communicative Processes	18.00	18.49	1,90	3.95	.50
V Personnel Management	19.63	20.84	1,93	3.94	4.11**
VI Administration for Instruction	19.55	19.50	1,90	3.95	.01
VII Administration of Division Policy	15.29	15.72	1,90	3.95	.62

* Code: View of vice-principalship mean score   C1 Career position
C2 Non-career position

**Significant at .05

TABLE 27

RESULTS OF THE SCHEFFE TESTS ON FACTORS FOUND SIGNIFICANT
UNDER ONE-WAY CLASSIFICATION ANALYSIS OF VARIANCE
BY VIEW OF THE VICE-PRINCIPALSHIP

Factor	Contrast*		df	Table Value	Computed Value
V Personnel Management	C1	C2	1,93	-1.96	-2.03**

*Code: View of vice-principalship   C1   Career position
                                    C2   Non-career position

**Significant at .05

significant difference between the means of the subgroups of the background variable under analysis. The inferential analysis revealed that the background variables age and level of education attained did not have a significant bearing on how the respondents perceived the seven factors. On the other hand, the background variable position had a significant computed F value for Factor IV -- Communicative Processes. Since the application of the post hoc Scheffé test confirmed the significance of the computed F value, the null hypothesis was rejected.

In addition, the background variable years of administrative experience produced significant computed F values for Factor VI -- Administration for Instruction and Factor VII -- Administration of Division Policy. Subsequent application of the Scheffé test to Factor VI located two significant contrasts at both the .05 and .1 levels. One significant contrast at the .05 and three at the .1 level were identified for Factor VII. Accordingly, the null hypothesis was rejected for Factors VI and VII.

Finally, application of the one-way classification analysis of variance in terms of the background variable career v. non-career view of the junior high school vice-principalship resulted in the null hypothesis being rejected for Factor V -- Personnel Management.

IV. CHAPTER SUMMARY

This chapter has presented the findings of the analysis of the data.

The principal factor analysis that was applied to the data collected by the mail survey questionnaire resulted in significant

factor loadings of $\overset{+}{-}.45$ or higher being retained by fifty-one of the seventy-nine competency statements. The statements clustered within seven factors that indicated competence desired for vice-principals in Manitoba junior high schools. The titles assigned to the factors were judgementally derived and indicated the general nature of the competency statements that had loaded significantly within each. The titles included: Instructional Processes, Intra-Personal/ Interpersonal, General School Administration, Communicative Processes, Personnel Management, Administration for Instruction, and Administration of Division Policy.

The descriptive analysis of the distribution of responses to the fifty-one competency statements revealed that (1) complete proficiency was desired in seven competencies, (2) considerable proficiency was desired in thirty-seven competencies, (3) moderate proficiency was adequate in two competencies, (4) a consensus was not discernible for the level of proficiency desired in five competencies, and (5) item 14: "The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and professional matters" was the highest mean-ranked competency statement. The results of the descriptive analysis are summarized in tables 28 to 32 in chapter V.

Lastly, the results of the inferential analysis of the data in which the one-way classification analysis of variance was used to test the null hypothesis that there was no significant difference between the means of the subgroups of the background variable under analysis indicated the variables age and level of education attained did not have a significant bearing on how the respondents perceived

the seven factor solution isolated by the principal factor analysis.
On the other hand, the background variable position produced a
significant computed F value (.05 level) for Factor IV -- Communicative
Processes; the background variable years of administrative experience
produced a significant F value (.05 level) for Factor VI --
Administration for Instruction and Factor VII -- Administration of
Division Policy; and finally, the background variable career v.
non-career view of the junior high school vice-principalship produced
a significant F value (.05 level) for Factor V -- Personnel
Management. Since the post hoc Scheffé tests reaffirmed the
significance of the computed F values, the null hypothesis was
rejected in each case.

A summary of the investigation and the principal findings,
the conclusions, and the recommendations arising from the study
are presented in the next chapter.

CHAPTER V

SUMMARY OF INVESTIGATION, SUMMARY OF FINDINGS,
CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to provide a summation to
the study. A summary is provided of the investigation and the
principal findings. The conclusions derived from the results
and the recommendations arising from the findings are presented.

I. SUMMARY OF THE INVESTIGATION

The purpose of this section is to restate the problem
considered and the procedure followed in the study.

The Problem Restated

In order to develop the study one primary and one secondary
problem were investigated:

1. The primary problem considered in the study was
   the identification of the competencies desired for
   vice-principals in Manitoba junior high schools as
   reported by a sample population of Manitoba junior
   high school vice-principals, principals, and
   superintendents

2. The secondary problem considered in the study was
   the resolution of whether there were significant
   differences in perception within the sample
   population with regard to the areas of competence
   determined as being desirable for vice-principals
   in Manitoba junior high schools in terms of the
   respondent background variables: position, age,
   level of education attained, years of ad-
   ministrative experience, and a career v. non-
   career view of the junior high school vice-
   principalship

The Research Procedure Restated

A summary of the research procedure followed in the study is presented in this subsection.

Instrumentation

The instrument developed for the study was designed to (1) provide basic demographic data about the administrators included in the sample population, and (2) obtain a rating of the level of proficiency desired for each of the included competency statements. Recommendations for and the prior use of the mail survey technique in studies concerned with defining competence for particular administrative positions, the advantages inherent in the use of the technique, and the size and distribution of the sample population suggested that it was both feasible and economical for the researcher to employ a mail survey questionnaire to obtain the data for the study.

The seventy-nine competency statements included in the instrument were developed through a review of the related literature and research which included an examination of the research and professional literature dealing with vice-principalships in American junior high and secondary schools since limited information was available concerning vice-principalships in Canadian junior high schools. The reliability of the items was determined by the Kuder-Richardson procedure and resulted in a reliability coefficient of .783. A five point Likert-type scale was then incorporated into the instrument to enable the respondent to judgementally score

his/her level of desired proficiency for each competency statement
in terms of its relation to the efficient operation of the junior
high school vice-principalship.

Lastly, a second panel of judges was asked to evaluate the
instrument with regard to format and clarity. The responses
received from the judges indicated that no major modifications in
the instrument were necessary.

Sampling Procedure

The instrument developed for the study was mailed to the
total population of Manitoba junior high school vice-principals,
principals, and superintendents.

Collection of the Data

The administrators who were selected to participate in the
study received a questionnaire, an explanatory letter, and a pre-
stamped self-addressed return envelope. Second and third mailings
were also undertaken in an attempt to increase the number of returns
and resulted in a total usable response of 85.2 per cent.

Analysis of the Data

Principal factor analysis was applied to the seventy-nine
competency statements included in section II of the mail survey
questionnaire in order to determine the common competencies desired
for vice-principals in Manitoba junior high schools. After the
initial factors were identified and rotated, those competency
statements with loadings of $\pm.45$ or higher were considered to have

loaded significantly within a factor. After these common competencies were identified, each group was labelled and the statements that had clustered within each factor were briefly discussed.

Next, a descriptive summary of the distribution of responses to the competency statements that had loaded significantly within a factor was undertaken. The ten highest and ten lowest mean ranked competency statements were also identified.

Lastly, in order to determine whether there were significant differences (.05 level) in perception within the sample population regarding the factor solution isolated by the factor analysis technique the respondents were examined in terms of the background variables: position, age, level of education attained, years of administrative experience, and a career v. non-career view of the junior high school vice-principalship. For each factor one-way classification analysis of variance was used to test the null hypothesis that there was no significant difference between the means of the subgroups of the background variable under analysis. Post hoc Scheffé tests were applied to the data to locate the significant contrasts (.05 and .1 level) between the subgroup means and thereby confirm the significance of the computed F value whenever the null hypothesis was to be rejected.

II. SUMMARY OF THE FINDINGS

The purpose of this section is to provide a summary of the results of the analysis of the data collected by the mail survey questionnaire.

In regard to the primary problem considered in the study

"The identification of the competencies desired for vice-principals

in Manitoba junior high schools as reported by a sample population

of Manitoba junior high school vice-principals, principals, and

superintendents" the principal factor analysis which was applied

to the data revealed:

1. That fifty-one competency statements retained factor
   loadings of $\pm.45$ or higher

2. That the statements clustered within seven factors
   which indicated competence desired for vice-
   principals in Manitoba junior high schools

Following is a brief description of the seven factors.

Factor I -- Instructional Processes - The statements
which loaded under this factor dealt with the super-
vision of instruction and included references to
administrative leadership in the provision of
inservice experiences for staff and curriculum
development

Factor II -- Intra-Personal/Interpersonal - This factor
retained statements related to intra-personal and
interpersonal values and skills

Factor III -- General School Administration - In general,
administrative tasks which were concerned with plant
and clerical supervision, school equipment and supplies
were the principal items extracted by this factor

Factor IV -- Communicative Processes - This factor retained
statements related to communication expertise in school
affairs. Examples included references to financial
discussions and student-school conflict situations

Factor V -- Personnel Management - The statements which
loaded under this factor dealt with the organization
and utilization of staff

Factor VI -- Administration for Instruction - The statements
which loaded under this factor related to staffing for
instruction and administrative support for experimental
projects

Factor VII -- Administration of Division Policy - This
factor extracted statements that referred to the
development and implementation of school division policy

Second, the descriptive analysis of the distribution of

responses to the fifty-one competency statements isolated by the

principal factor analysis revealed:

1. That a majority of the respondents agreed vice-principals
   in Manitoba junior high schools should have complete
   proficiency in seven competencies. The seven items are
   listed in table 28

2. That over 80 per cent of the respondents agreed vice-
   principals in Manitoba junior high schools should have
   considerable proficiency in six competencies. The six
   items are presented in table 29

3. That over 70 per cent of the respondents agreed vice-
   principals in Manitoba junior high schools should have
   considerable proficiency in nine competencies. The nine
   items are presented in table 30

4. That over 60 per cent of the respondents agreed vice-
   principals in Manitoba junior high schools should have
   considerable proficiency in fifteen competencies. The
   fifteen items are displayed in table 31

5. That over 50 per cent of the respondents agreed vice-
   principals in Manitoba junior high schools should have
   considerable proficiency in seven competencies. The
   seven items are listed in table 32

6. That two competency statements elicited a response which
   indicated moderate proficiency in the two competencies
   was adequate for the efficient functioning of vice-
   principalships in Manitoba junior high schools. The
   statements were item 77: "The vice-principal handles and
   directs correspondence between parents, staff, and students"
   (47.1 per cent) and item 57: "The vice-principal explains
   the need for and the allocation of school funds" (45.0
   per cent)

7. That a consensus was not discernible for the level of
   proficiency desired in five competencies. The statements
   included items 22, 42, 48, 56, and 76

TABLE 28

COMPETENCY STATEMENTS WITH A MAJORITY RESPONSE
IN PREFERENCE OF COMPLETE PROFICIENCY

Item Number	Competency Statement	% Response	Factor
14	The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and professional matters.	75.0	V
4	The vice-principal demonstrates personal commitment to the education of all students in the school.	67.6	VI
37	The vice-principal develops and maintains effective relationships with students.	59.0	II
5	The vice-principal maintains adequate communication with parents and teachers so that he is able to communicate relevant information to them.	56.7	II
44	The vice-principal is familiar with the curricula of the junior high school.	55.9	II
49	The vice-principal has the disposition to listen as a sincere expression of his desire to understand.	52.5	II
39	The vice-principal encourages an open climate in staff-administrator relations	52.0	II

TABLE 29

COMPETENCY STATEMENTS WITH AT LEAST A 80 PER CENT RESPONSE
IN PREFERENCE OF CONSIDERABLE PROFICIENCY

Item Number	Competency Statement	% Response	Factor
31	The vice-principal demonstrates effective leadership in conferences involving parents and the school re student welfare.	90.3	II
50	The vice-principal has the ability to be a person who possesses trust in others as an operational expression of faith.	89.1	II
51	The vice-principal understands and utilizes administrative leadership techniques related to conflict situations and controversial issues.	86.4	II
27	The vice-principal motivates staff to achieve accepted goals.	83.2	VII
64	The vice-principal maintains effective communication with professional and non-teaching school personnel.	82.5	V
79	The vice-principal demonstrates the ability to determine competencies needed by particular classroom teachers.	80.2	I

TABLE 30

COMPETENCY STATEMENTS WITH AT LEAST A 70 PER CENT RESPONSE
IN PREFERENCE OF CONSIDERABLE PROFICIENCY

Item Number	Competency Statement	% Response	Factor
41	The vice-principal assists in organizing inservice programs directed at teachers' needs on pupil adjustment.	79.6	I
40	The vice-principal is conversant with recent developments in educational media.	79.6	I
28	The vice-principal recognizes emerging curriculum patterns and trends in both elementary and secondary schools.	78.6	I
78	The vice-principal helps organize the instructional staff for the co-operative selection and procurement of materials, equipment, and facilities.	74.5	I
59	The vice-principal challenges teachers to employ innovative and creative educational techniques by his own example to keep abreast of current educational developments.	74.5	II
11	The vice-principal participates in the organization and supervision of the extra-curricular program.	74.1	V

TABLE 30 — Continued

Item Number	Competency Statement	% Response	Factor
7	The vice-principal promotes unity and balance between programs offered in the school.	73.1	VII
26	The vice-principal works directly with those cases where student suspension may be warranted, serving as the last person to whom a student is referred for counselling before being referred to the principal.	72.5	IV
21	The vice-principal encourages and supports experimental educational projects.	70.3	VI

TABLE 31

COMPETENCY STATEMENTS WITH AT LEAST A 60 PER CENT RESPONSE
IN PREFERENCE OF CONSIDERABLE PROFICIENCY

Item Number	Competency Statement	% Response	Factor
43	The vice-principal participates in the planning of appropriate inservice experiences for staff.	69.9	I
74	The vice-principal understands the functions and utilizes the services of non-teaching specialized personnel.	69.9	V
3	The vice-principal assists in the selection of staff assignments.	69.9	VI
55	The vice-principal participates in the development of the faculty handbook and orientation meetings for new teachers.	68.6	I
16	The vice-principal participates with fellow administrators, senior staff, and the school board in defining, interpreting, and implementing the educational policy of the division.	67.6	VI
19	The vice-principal identifies the motives and techniques behind the various social forces that affect the operation of the school and analyzes the implications of those forces.	67.0	IV

TABLE 31 — Continued

Item Number	Competency Statement	% Response	Factor
73	The vice-principal briefs substitute teachers and ensures that department heads provide them with adequate materials.	66.7	V
46	The vice-principal establishes communications with "feeder" schools for the purpose of assessing needs and articulating educational goals.	66.3	I
6	The vice-principal assists in the regular supervision and inspection of the building and grounds.	65.1	III
68	The vice-principal recognizes the necessity for the informal organization and interacts with it accordingly.	65.0	I
17	The vice-principal compiles and interprets school records and other statistical information periodically requested by the Division Office and/or Department of Education.	64.7	IV
58	The vice-principal provides opportunity, direction, and guidance to teachers in developing curricula.	64.1	I
35	The vice-principal mediates disputes between parents, staff, and students.	62.8	IV

TABLE 31 — Continued

Item Number	Competency Statement	% Response	Factor
71	The vice-principal participates in considerations given to planning educational facilities.	62.8	VI
67	The vice-principal supervises instruction by employing modern procedures and techniques of supervision.	60.8	I

TABLE 32

COMPETENCY STATEMENTS WITH AT LEAST A 50 PER CENT RESPONSE
IN PREFERENCE OF CONSIDERABLE PROFICIENCY

Item Number	Competency Statement	% Response	Factor
60	The vice-principal maintains a master calendar of school events.	58.9	III
36	The vice-principal supervises clerical personnel and office procedure related to his designated areas of responsibility.	58.8	III
66	The vice-principal employs professional research techniques and applies the conclusions in solving educational problems.	55.5	I
65	The vice-principal identifies and counsels students for placement in special education programs.	54.4	I
20	The vice-principal evaluates staff load and balance.	54.4	VI
13	The vice-principal participates in the community involvement program and assists in procedures for decision-making by community representatives and staff.	53.9	VII
25	The vice-principal handles the allocation of student texts, lockers, and locks.	52.4	III

8. That item 14: "The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and professional matters" was the highest mean-ranked competency statement

In regard to the secondary problem considered in the study "The resolution of whether there were significant differences in perception within the sample population with regard to the areas of competence determined as being desirable for vice-principals in Manitoba junior high schools in terms of the respondent background variables identified in the study" the inferential analysis of the data revealed:

1. That the background variables age and level of education attained did not have a significant bearing on how the respondents perceived the seven factor solution

2. That the background variable position produced a significant computed F value for Factor IV -- Communicative Processes. The contrasts between the vice-principals and principals, and the vice-principals and superintendents were significant at the .05 level. Specifically, the vice-principals had expressed a desire for more proficiency in the competencies within Factor IV

3. That the background variable years of administrative experience produced a significant computed F value for Factor VI -- Administration for Instruction. The contrasts between the respondents who had 4-6 and 7-9 years of administrative experience, and those that had 4-6 and more than 12 years of administrative experience were significant at the .05 level. Specifically, the respondents with 7-9 and more than 12 years of administrative experience had expressed a desire for more proficiency in the competencies within Factor VI

   Second, the background variable years of administrative experience produced a significant computed F value for Factor VII -- Administration of Division Policy. The contrast between the respondents who had 4-6 and those that had 7-9 years of administrative experience was significant at the .05 level for Factor VII. Specifically, the respondents with 7-9 years of administrative experience had expressed a desire for more proficiency in the competencies within Factor VII

4. That the background variable career v. non-career view of the junior high school vice-principalship produced a significant computed F value (.05 level) for Factor V — Personnel Management. The respondents who reported a non-career view of the junior high school vice-principalship had expressed a desire for more proficiency in the competencies within Factor V

III. CONCLUSIONS

The review of the related literature and research, the data collected by the mail survey questionnaire, and the results derived from the analysis of the data provided information related to the competencies desired for vice-principals in Manitoba junior high schools.

In regard to the primary problem considered in the study "The identification of the competencies desired for vice-principals in Manitoba junior high schools as reported by a sample population of Manitoba junior high school vice-principals, principals, and superintendents" it was concluded:

1. That the seven factor solution of fifty-one competency statements provided a meaningful definition of the competencies desired for vice-principals in Manitoba junior high schools. The results of the study supported statements by Martin and Geer and Lockridge, identified in the review of the related literature and research, which had suggested factor analysis was a useful technique for identifying groupings from different competencies in studying roles and requirements [1]

2. That the fifty-one competency statements, in terms of the seven factors entitled Instructional Processes, Intra-Personal/Interpersonal, General School Administration, Communicative Processes, Personnel Management, Administration for Instruction, and Administration of Division Policy, reflected an idealized position of professional

---

[1] Martin, "A Study of the Professional Education Competencies and Community College Administrators of Vocational Education," p. 107; Geer and Lockridge, "A Validation Model for Administrative Competencies," p. 15.

and administrative status. In general, the results of
the study were consistent with the findings of the review
of the related literature and research which had suggested:
    (a) that vice-principals were involved and
        were expected to become involved in a
        wide range of administrative responsi-
        bilities [1]
    (b) that increased professional status was
        attributed to the number and the nature
        of the duties being delegated to vice-
        principals and the degree of responsibility
        for the school's program they represented [2]

3. That the vice-principal's role was perceived as that of
an educational leader, proficient in intra-personal and
interpersonal values and skills, whose primary area of
concern was in the instructional functions of the school.
The results of the investigation were consistent with
studies by Knox, McClure, and Van Haren that had reported
vice-principals should be involved in a variety of tasks
related to instructional processes within the school [3]

4. That item 14: "The vice-principal recognizes honesty as a
necessary quality of leadership and is consistently honest
in personal and professional matters" was the highest mean-
ranked competency statement. Interestingly, the results of
the study supported McClure's finding that honesty was the
most desired quality in a vice-principal [4]

[1] Robertson, "The Duties and Responsibilities of the Junior High
School Assistant Principal in Pennsylvania," pp. 144-151; McClure,
"Role Expectations for Junior High School Assistant Principals as
Perceived by Alter Groups," p. 26.

[2] Sorensen, "Duties and Functions of the Assistant Principal in
Secondary Schools of Selected School Districts in the State of Utah,"
p. 26.

[3] Knox, "An Analysis of the Role of Selected Colorado Middle
and Junior High School Assistant Principals in Curriculum and
Instruction Leadership," p. 90; McClure, "Role Expectations for Junior
High School Assistant Principals as Perceived by Alter Groups," p. 84;
Van Haren, "The Role of the Vice-Principal in Selected Wisconsin Junior
High Schools," p. 45.

[4] McClure, "Role Expectations for Junior High School Assistant
Principals as Perceived by Alter Groups," p. 51.

5. That the scope of the vice-principal's role should
not be confined to matters of a clerical and routine
nature but should include aspects of the total school
program. In this regard, the results of the study
reaffirmed the review of the related literature and
research which had revealed support for the elimination
of the vice-principal's clerical and other non-
professional duties [1]

6. That the results of the study did not support the
frequently reported view, identified in the review of
the professional literature and research, which had
stated vice-principals were primarily concerned with
discipline-related responsibilities [2]

7. That a majority of the respondents agreed upon the level
of proficiency vice-principals in Manitoba junior high
schools should have in forty-four of the fifty-one
competencies identified in the study. In general the
results of the study, which indicated vice-principals
should have complete proficiency in seven and considerable
proficiency in thirty-seven of the fifty-one competencies
desired for vice-principals in Manitoba junior high schools,
were consistent with the major duties, responsibilities,
areas of involvement, and recommended areas of involvement
for vice-principals that had been derived from the review
of the professional literature and research and used in
the construction of the mail survey questionnaire

In regard to the secondary problem considered in the study

"The resolution of whether there were significant differences in

perception within the sample population with regard to the areas of

competence determined as being desirable for vice-principals in

Manitoba junior high schools in terms of the respondent background

variables identified in the study" it was concluded:

---

[1] Bagdonas, "The Duties and Responsibilities of the Des Moines
Junior High School Vice-Principals," p. 51; Robertson, "The Duties
and Responsibilities of the Junior High School Assistant Principal
in Pennsylvania," p. 161.

[2] Bagdonas, "The Duties and Responsibilities of the Des Moines
Junior High School Vice-Principals," p. 34; Knox, "An Analysis of the
Role of Selected Colorado Middle and Junior High School Assistant
Principals in Curriculum and Instruction Leadership," p. 84; Null,
"The Junior High School Assistant Principalship in Indiana," p. 72.

1. That in general few significant differences (.05 level) existed between the subgroups of the respondent background variables and the areas of competence determined as being desirable for vice-principals in Manitoba junior high schools

2. That there was no demonstrable difference between the respondents in terms of the background variable age

3. That as far as could be determined the respondents did not differ in terms of the background variable level of education attained

4. That the junior high school vice-principals, in contrast to the superintendents and the junior high school principals, had expressed a desire for more proficiency in the competencies within Factor IV -- Communicative Processes

5. That the respondents with 7-9 and more than 12 years of administrative experience, in contrast with those having 4-6 years of administrative experience, had expressed a desire for more proficiency in the competencies within Factor VI -- Administration for Instruction

   That the respondents with 7-9 years of administrative experience, in contrast with those having 4-6 years of administrative experience, had expressed a desire for more proficiency in the competencies within Factor VII -- Administration of Division Policy

6. That the respondents who reported a non-career view of the junior high school vice-principalship, in contrast to those who had reported a career view of the junior high school vice-principalship, had expressed a desire for more proficiency in the competencies within Factor V -- Personnel Management

IV. RECOMMENDATIONS

The following recommendations are offered in view of the findings and conclusions derived from the study.

In order to utilize the findings of the study it is recommended:

1. That steps be taken by the Manitoba Association of Principals (formerly the Manitoba Association of Principals and Vice-Principals); the Professional Development Committee of the Manitoba Teachers' Society; and the Department of Educational Administration, University of Manitoba to make practising administrators and graduate students in educational administration aware of the areas of competence and specific competencies desired for vice-principals in Manitoba junior high schools. Specifically, it is suggested that the findings of the study be utilized:
   (a) as a guide for determining appropriate pre-service and inservice experiences for the position
   (b) as a guide for establishing a competency based learning package for the position that would include behavioral objectives for the fifty-one competency statements identified in the study

2. That school boards adopt clearly defined policies with regard to the role of vice-principals in Manitoba junior high schools based on the seven areas of competence identified in the study. In particular, it is suggested that vice-principals in Manitoba junior high schools be assigned duties and be held accountable for:
   (a) the seven competency statements that elicited a majority response in preference of complete proficiency
   (b) the fifteen competency statements that elicited at least a 70 per cent response in preference of considerable proficiency
   (The items were presented in tables 28, 29, and 30)

3. That appointees to the position of vice-principal in Manitoba junior high schools have complete proficiency in the seven competency statements identified in the study (The seven items were listed in table 28)

In order to expand the study it is recommended:

1. That further research be conducted into the differences in perception which were isolated by the inferential analysis of the data

2. That the expectations of former junior high school administrators, professors in the Department of Educational Administration, teachers, school trustees, and representatives of parent-school associations be included in future studies which investigate the competencies desired for vice-principals in Manitoba junior high schools

3. That an investigation be undertaken to determine the most feasible method of preparation with regard to the competency statements identified in the study. Moreover, it is suggested that such alternatives as formal course-work, simulation training materials, on-the-job experience, and internships be considered in such a study

4. That an investigation be undertaken to determine whether the findings of the study are applicable to junior high school vice-principals in other Canadian provinces and American states

5. That the study be replicated at the high school level so that a set of core competencies common to the two levels of secondary administration may be identified and validated for vice-principals

APPENDIX A

THE INITIAL LETTER OF TRANSMITTAL

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

January 9, 1975

Dear Colleague:

As part of my Master of Education program I am conducting
an inquiry into the competencies desired for vice-principals in
Manitoba junior high schools. The ultimate aim of this research
study is to provide data which will contribute to the clarification
of the junior high school vice-principalship in Manitoba.

In order for my study to be complete and valid, the
enclosed questionnaire is being sent to all Manitoba junior high
school vice-principals, principals, and superintendents. As a
member of this group you are requested to take part in the survey.

Limited research has been carried out on the vice-
principalship in Manitoba. This survey will provide information
that can be obtained in no other way. Please be advised that
the questionnaire has been designed to take a minimum of your
time.

Finally, I assure you that all responses will be held in
strictest confidence and no individual, school or school division
will be identified in the presentation of the findings.

Your co-operation and return of the completed questionnaire
by Wednesday, January 29 will be greatly appreciated. A stamped
self-addressed envelope has been enclosed for your convenience.

Sincerely,

Dennis D. Pelisek

APPENDIX B

THE MAIL SURVEY QUESTIONNAIRE

Department of Educational Administration
University of Manitoba

QUESTIONNAIRE

COMPETENCIES DESIRED FOR THE JUNIOR HIGH
SCHOOL VICE-PRINCIPALSHIP IN MANITOBA

This questionnaire is designed to identify the competencies desired for the Junior High School vice-principalship in Manitoba.

This questionnaire is divided into two sections:

SECTION I   Demographic Information
SECTION II   Competency Statements

Specific instructions are included in each section.

ALL RESPONSES WILL BE TREATED AS CONFIDENTIAL INFORMATION.

Note: The numbering system on the right-hand side of each page of this questionnaire is for the purposes of computer tabulation.

SECTION I — Demographic Information

The purpose of this section is to provide basic demographic information.
Please check (✓) the appropriate answer for each item.

1. Your present position

    (i)   junior high school vice-principal   ( )
    (ii) junior high school principal   ( )
    (iii) superintendent   ( )   (6)___

2. Your age

    (i)   under 24   ( )
    (ii) 25-29   ( )
    (iii) 30-34   ( )
    (iv) 35-39   ( )
    (v) 40-44   ( )
    (vi) 45 plus   ( )   (7)___

3. Level of education attained

    (i)   less than Bachelor's degree ( )
    (ii) Bachelor degree   ( )
    (iii) two Bachelor degrees   ( )
    (iv) Master's degree   ( )
    (v) Doctorate   ( )
    (vi) other (specify)   ( )   (8)___

_____

4. Total number of years (including present) of administrative experience

    (i)   1-3   ( )
    (ii) 4-6   ( )
    (iii) 7-9   ( )
    (iv) 10-12   ( )
    (v) greater than 12   ( )   (9)___

5. I consider the junior high school vice-principalship a career position

    (i)   yes   ( )
    (ii) no   ( )   (10)___

SECTION II — Statements Describing Competence For The Junior High School Vice-Principalship

The purpose of this section is to obtain a rating of the provided competency statements.

There are five possible responses to each statement. They are:

"no proficiency desired"
"slight proficiency desired"
"moderate proficiency desired"
"considerable proficiency desired"
"complete proficiency desired"

Each response is represented numerically. Interpret 1 as being "no proficiency desired" and 5 as being "complete proficiency desired."

READ each statement carefully.

DECIDE on the level of proficiency you feel is desirable for each competency as it relates to the efficient operation of the junior high school vice-principalship.

CIRCLE the number representing the level of proficiency you have chosen.

PLEASE RESPOND TO EVERY ITEM

PLEASE BE FRANK IN YOUR RESPONSE

COMPETENCY STATEMENTS	RATING					
	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	
1. The vice-principal possesses a knowledge of the historical development of curriculum.	1	2	3	4	5	(6) _____
2. The vice-principal utilizes the resources of the community in providing pupil personnel services.	1	2	3	4	5	(7) _____
3. The vice-principal assists in the selection of staff assignments.	1	2	3	4	5	(8) _____
4. The vice-principal demonstrates personal commitment to the education of all students in the school.	1	2	3	4	5	(9) _____
5. The vice-principal maintains adequate communication with parents and teachers so that he is able to communicate relevant information to them.	1	2	3	4	5	(10) _____
6. The vice-principal assists in the regular supervision and inspection of the building and grounds.	1	2	3	4	5	(11) _____
7. The vice-principal promotes unity and balance between programs offered in the school.	1	2	3	4	5	(12) _____
8. The vice-principal assists in the organization of homeroom classes.	1	2	3	4	5	(13) _____
9. The vice-principal demonstrates a desire to learn by participating in professional organizations and administration workshops.	1	2	3	4	5	(14) _____
10. The vice-principal applies rational decision-making models and procedures in his management of school programs.	1	2	3	4	5	(15) _____

COMPETENCY STATEMENTS	RATING					
	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	
11. The vice-principal participates in the organization and supervision of the extra-curricular program.	1	2	3	4	5	(16)____
12. The vice-principal maintains unbiased standards of achievement for all students.	1	2	3	4	5	(17)____
13. The vice-principal participates in the community involvement program and assists in procedures for decision-making by community representatives and staff.	1	2	3	4	5	(18)____
14. The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and professional matters.	1	2	3	4	5	(19)____
15. The vice-principal demonstrates interest in the promotion of extra-curricular and social activities for students.	1	2	3	4	5	(20)____
16. The vice-principal participates with fellow administrators, senior staff and the school board in defining, interpreting and implementing the educational policy of the division.	1	2	3	4	5	(21)____
17. The vice-principal compiles and interprets school records and other statistical information periodically requested by the Division Office and/or Department of Education.	1	2	3	4	5	(22)____
18. The vice-principal participates in defining responsibilities, instituting and supervising school policy re pupil tardiness and absenteeism.	1	2	3	4	5	(23)____
19. The vice-principal identifies the motives and techniques behind the various social forces that affect the operation of the school and analyzes the implications of those forces.	1	2	3	4	5	(24)____

COMPETENCY STATEMENTS	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	
20. The vice-principal evaluates staff load and balance.	1	2	3	4	5	(25) ___
21. The vice-principal encourages and supports experimental educational projects.	1	2	3	4	5	(26) ___
22. The vice-principal handles incoming shipments, allocation and distribution of equipment, supplies and storage.	1	2	3	4	5	(27) ___
23. The vice-principal communicates educational ideas to computer programmers.	1	2	3	4	5	(28) ___
24. The vice-principal assists the principal in writing administrative bulletins.	1	2	3	4	5	(29) ___
25. The vice-principal handles the allocation of student texts, lockers and locks.	1	2	3	4	5	(30) ___
26. The vice-principal works directly with those cases where student suspension may be warranted, serving as the last person to whom a student is referred for counselling before being referred to the principal.	1	2	3	4	5	(31) ___
27. The vice-principal motivates staff to achieve accepted goals.	1	2	3	4	5	(32) ___
28. The vice-principal recognizes emerging curriculum patterns and trends in both elementary and secondary schools.	1	2	3	4	5	(33) ___
29. The vice-principal registers new students and provides for their proper placement.	1	2	3	4	5	(34) ___
30. The vice-principal displays emotional maturity in the ability to live with the ambiguities of change, conflict and stress.	1	2	3	4	5	(35) ___

RATING

	RATING					
COMPETENCY STATEMENTS	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	
31. The vice-principal demonstrates effective leadership in conferences involving parents and the school re student welfare.	1	2	3	4	5	(36)___
32. The vice-principal formulates a general philosophy of education.	1	2	3	4	5	(37)___
33. The vice-principal supervises the school in the absence of the principal.	1	2	3	4	5	(38)___
34. The vice-principal participates in the development of the student orientation program including the preparation of the student handbook.	1	2	3	4	5	(39)___
35. The vice-principal mediates disputes between parents, staff and students.	1	2	3	4	5	(40)___
36. The vice-principal supervises clerical personnel and office procedure related to his designated areas of responsibility.	1	2	3	4	5	(41)___
37. The vice-principal develops and maintains effective relationships with students.	1	2	3	4	5	(42)___
38. The vice-principal participates in planning and maintaining a public relations program.	1	2	3	4	5	(43)___
39. The vice-principal encourages an open climate in staff-administrator relations.	1	2	3	4	5	(44)___
40. The vice-principal is conversant with recent developments in educational media.	1	2	3	4	5	(45)___
41. The vice-principal assists in organizing inservice programs directed at teachers' needs on pupil adjustment.	1	2	3	4	5	(6)___

	RATING					
COMPETENCY STATEMENTS	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	
42. The vice-principal maintains standards for participation in the extra-curricular student activities program.	1	2	3	4	5	(7)___
43. The vice-principal participates in the planning of appropriate inservice experiences for staff.	1	2	3	4	5	(8)___
44. The vice-principal is familiar with the curricula of the junior high school.	1	2	3	4	5	(9)___
45. The vice-principal participates in planning, organizing and evaluating the total school program.	1	2	3	4	5	(10)___
46. The vice-principal establishes communications with "feeder" schools for the purpose of assessing needs and articulating educational goals.	1	2	3	4	5	(11)___
47. The vice-principal provides leadership in the establishment of procedures regarding report cards and permanent student records.	1	2	3	4	5	(12)___
48. The vice-principal counsels staff in their school and personal problems.	1	2	3	4	5	(13)___
49. The vice-principal has the disposition to listen as a sincere expression of his desire to understand.	1	2	3	4	5	(14)___
50. The vice-principal has the ability to be a person who possesses trust in others as an operational expression of faith.	1	2	3	4	5	(15)___

COMPETENCY STATEMENTS	RATING					
	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	
51. The vice-principal understands and utilizes administrative leadership techniques related to conflict situations and controversial issues.	1	2	3	4	5	(16) ____
52. The vice-principal evaluates himself.	1	2	3	4	5	(17) ____
53. The vice-principal interprets and provides information related to Department of Education regulations.	1	2	3	4	5	(18) ____
54. The vice-principal participates in the development of an effective system of personnel records.	1	2	3	4	5	(19) ____
55. The vice-principal participates in the development of the faculty handbook and orientation meetings for new teachers.	1	2	3	4	5	(20) ____
56. The vice-principal conducts and evaluates the school's fire drills.	1	2	3	4	5	(21) ____
57. The vice-principal explains the need for and the allocation of school funds.	1	2	3	4	5	(22) ____
58. The vice-principal provides opportunity, direction and guidance to teachers in developing curricula.	1	2	3	4	5	(23) ____
59. The vice-principal challenges teachers to employ innovative and creative educational techniques by his own example to keep abreast of current educational developments.	1	2	3	4	5	(24) ____
60. The vice-principal maintains a master calendar of school events.	1	2	3	4	5	(25) ____

COMPETENCY STATEMENTS	RATING					
	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	
61. The vice-principal assists in formulating the school schedule.	1	2	3	4	5	(26)_____
62. The vice-principal assists in the management of the budget and related financial affairs of the school including inventory, purchase of school awards, preparation of checks drawn on the school account, and recording, handling and banking money collected from students and fund-raising projects.	1	2	3	4	5	(27)_____
63. The vice-principal utilizes alternate means of supervising student behavior in the school building.	1	2	3	4	5	(28)_____
64. The vice-principal maintains effective communication with professional and non-teaching school personnel.	1	2	3	4	5	(29)_____
65. The vice-principal identifies and counsels students for placement in special education programs.	1	2	3	4	5	(30)_____
66. The vice-principal employs professional research techniques and applies the conclusions in solving educational problems.	1	2	3	4	5	(31)_____
67. The vice-principal supervises instruction by employing modern procedures and techniques of supervision.	1	2	3	4	5	(32)_____
68. The vice-principal recognizes the necessity for the informal organization and interacts with it accordingly.	1	2	3	4	5	(33)_____

COMPETENCY STATEMENTS	RATING					
	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	
69. The vice-principal demonstrates a thorough knowledge of the purpose, organization and administration of the Manitoba public school system.	1	2	3	4	5	(34)____
70. The vice-principal participates in preparing the agenda for staff meetings.	1	2	3	4	5	(35)____
71. The vice-principal participates in considerations given to planning educational facilities.	1	2	3	4	5	(36)____
72. The vice-principal applies problem identification and analysis procedures in his management of school programs.	1	2	3	4	5	(37)____
73. The vice-principal briefs substitute teachers and ensures that department heads provide them with adequate materials.	1	2	3	4	5	(38)____
74. The vice-principal understands the functions and utilizes the services of non-teaching specialized personnel.	1	2	3	4	5	(39)____
75. The vice-principal develops initial proposals for special school programs which will help diminish disciplinary problems and vandalism.	1	2	3	4	5	(40)____
76. The vice-principal assists in the identification and procurement of funds for development and research programs.	1	2	3	4 ·	5	(41)____
77. The vice-principal handles and directs correspondence between parents, staff and students.	1	2	3	4	5	(42)____

COMPETENCY STATEMENTS	RATING					
	No Proficiency Desired	Slight Proficiency Desired	Moderate Proficiency Desired	Considerable Proficiency Desired	Complete Proficiency Desired	

78. The vice-principal helps organize the instructional staff for the co-operative selection and procurement of materials, equipment and facilities.　　1　2　3　4　5　(43)＿＿.

79. The vice-principal demonstrates the ability to determine competencies needed by particular classroom teachers.　　1　2　3　4　5　(44)＿＿

APPENDIX C

THE SECOND LETTER OF TRANSMITTAL

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

February 3, 1975

Dear Colleague:

Approximately three weeks ago you received a letter requesting your participation in a survey regarding the competencies desired for vice-principals in Manitoba junior high schools. The ultimate aim of the research study is to provide data which will contribute to the clarification of the junior high school vice-principalship in Manitoba.

Your participation is sought in order to increase the significance of the study and to provide information in an area that has been neglected in recent research. I realize the imposition on your time but I would appreciate your filling in and returning the enclosed questionnaire in event the original has been mislaid.

Finally, I assure you that all responses will be held in strictest confidence and no individual, school or school division will be identified in the presentation of the findings. The number placed on the enclosed self-addressed return envelope is to facilitate an accurate record of returned questionnaires. The questionnaires will be destroyed after analysis. Feel free to phone me at one of these numbers if you have any questions:
(home), 589-4374 (St. John's High School).

If you have already returned your questionnaire in an unmarked envelope, please disregard this letter.

Thank you for your time and assistance.

Yours truly,

Dennis D. Pelisek

APPENDIX D

THE THIRD LETTER OF TRANSMITTAL

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

March 3, 1975

Dear Colleague:

During January and February I circulated a questionnaire
pertaining to the competencies desired for vice-principals in
Manitoba junior high schools.

The combined response to my first and second mailing has
been most gratifying. To this date, I have received an eighty-
one per cent response in completed, usable questionnaires.

I would be very grateful to receive a completed question-
naire from you in order to increase the validity and usefulness
of the study. In hope that this is a more opportune time,
enclosed please find a copy of the questionnaire sent out earlier.

Thank you for your anticipated response.

Sincerely,

Dennis D. Pelisek

APPENDIX E

RANKED HIGH MEAN COMPETENCY STATEMENT SCORES
FOR THE SEVENTY-NINE ITEMS INCLUDED
IN THE MAIL SURVEY QUESTIONNAIRE

TABLE 33

RANKED HIGH MEAN COMPETENCY STATEMENT SCORES
FOR THE SEVENTY-NINE ITEMS

Item Number	Competency Statement	x̄	x̄ Rank	Factor
33	The vice-principal supervises the school in the absence of the principal.	4.77	1	III
14	The vice-principal recognizes honesty as a necessary quality of leadership and is consistently honest in personal and professional matters.	4.69	2	V
4	The vice-principal demonstrates personal commitment to the education of all students in the school.	4.60	3	VI
37	The vice-principal develops and maintains effective relationships with students.	4.55	4	II
44	The vice-principal is familiar with the curricula of the junior high school.	4.48	5	II
5	The vice-principal maintains adequate communication with parents and teachers so that he is able to communicate relevant information to them.	4.47	6	II
39	The vice-principal encourages an open climate in staff-administrator relations.	4.43	7	II
30	The vice-principal displays emotional maturity in the ability to live with the ambiguities of change, conflict, and stress.	4.41	8	II

TABLE 33 - Continued

Item Number	Competency Statement	$\bar{x}$	$\bar{x}$ Rank	Factor
49	The vice-principal has the disposition to listen as a sincere expression of his desire to understand.	4.40	9	II
9	The vice-principal demonstrates a desire to learn by participating in professional organizations and administration workshops.	4.37	10	V

APPENDIX F

RANKED LOW MEAN COMPETENCY STATEMENT SCORES
FOR THE SEVENTY-NINE ITEMS INCLUDED
IN THE MAIL SURVEY QUESTIONNAIRE

TABLE 34

RANKED LOW MEAN COMPETENCY STATEMENT SCORES
FOR THE SEVENTY-NINE ITEMS

Item Number	Competency Statement	$\bar{x}$	$\bar{x}$ Rank	Factor
25	The vice-principal handles the allocation of student texts, lockers, and locks.	3.41	70	III
56	The vice-principal conducts and evaluates the school's fire drills.	3.37	71	III
42	The vice-principal maintains standards for participation in the extra-curricular student activities program.	3.31	72	III
48	The vice-principal counsels staff in their school and personal problems.	3.29	73	I
76	The vice-principal assists in the identification and procurement of funds for development and research programs.	3.26	74	I
57	The vice-principal explains the need for and the allocation of school funds.	3.22	75	IV
77	The vice-principal handles and directs correspondence between parents, staff, and students.	3.21	76	I
22	The vice-principal handles incoming shipments, allocation and distribution of equipment, supplies, and storage.	3.13	77	III

TABLE 34 - Continued

Item Number	Competency Statement	x̄	x̄ Rank	Factor
1	The vice-principal possesses a knowledge of the historical development of curriculum.	3.00	78	I
23	The vice-principal communicates educational ideas to computer programmers.	2.76	79	I

BIBLIOGRAPHY

Alberto, Rosario P. "Priorities of Competencies in Educational
        Administration as Judged by Government Officials,
        Superintendents and Principals in the Philippine Public
        Schools." Ph.D. dissertation, University of Washington,
        1970. Ann Arbor, Mich.: University Microfilms, 19609, 1970.

Alexander, William M. "The Junior High School: A Positive View."
        The Bulletin of the National Association of Secondary-Schools
        Principals 49 (March 1965):276-285.

Andrews, Theodore. "Its Wisdom and Its Folly." n.p., 1974.
        Bethesda, Md.: ERIC Document Reproduction Service, ED 088 806,
        1974.

Austin, David B. "The Assistant-Principal -- What Does He Do?"
        Theory Into Practise 11 (February 1972):68-72.

Austin, David B., and Brown, Harry L., Jr. Report of the Assistant
        Principalship, Volume 3: The Study of the Secondary School
        Principalship. Washington: National Association of Secondary
        School Principals, (1970). Bethesda, Md.: ERIC Document
        Reproduction Service, ED 053 449, 1971.

Austin, Joe. "The Necessary Job Competencies of Secondary School
        Principals as Perceived by Selected Texas Educators." Ed.D.
        dissertation, North Texas State University, 1974. Ann Arbor,
        Mich.: University Microfilms, 07025, 1975.

Bagdonas, Albert A. "The Duties and Responsibilities of the Des
        Moines Junior High School Vice-Principals." Master's field
        report, Drake University, 1960.

Barnes, Melvin W. "The Junior High School - Yesterday and Tomorrow."
        The Bulletin of the National Association of Secondary-School
        Principals 44 (April 1960):368-381.

Barton, Grant E. "Designing Competency Statements." Audiovisual
        Instruction 17 (February 1972):16-18.

Bauer, Harold E. "What is a Vice-Principal in the Los Angeles City
        Schools?" California Journal of Secondary Education 32
        (November 1957):408-410.

Bevan, John K.; Bugher, William D.; Mazzei, Renato; Moore, Barry; and Nichols, Ted. "What Does an Assistant Principal Do? Several Tell How They Spend a Work Week." The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):81-99.

Bieber, Fred, and Peterson, Raymond E., comps. The Identification and Development of Administrative Competencies. Proceedings of a Seminar. Tempe: Arizona State University, 1973. Bethesda, Md.: ERIC Document Reproduction Service, ED 083 684, 1974.

Bobroff, John L.; Howard, Joan G.; and Howard, Alvin W. "The Principalship: Junior High and Middle School." The Bulletin of the National Association of Secondary-School Principals 58 (April 1974):54-61.

Bolden, Howard F. "Attitudes of High-School Assistant Principals Toward Their Duties and Responsibilities." The Bulletin of the National Association of Secondary-School Principals 40 (November 1956):20-25.

Bordinger, Donald L. "Making the Assistant Principalship a Career Position." The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):10-15.

Bossing, Nelson L. and Cramer, Roscoe V. The Junior High School. Boston: Houghton Mifflin Company, 1965.

Bough, Max E. "The Intermediate Schools: The Junior High and the Middle School." Contemporary Education XLIV (April 1973): 271-274.

Bough, Max E., and Hamm, Russell L., eds. The American Intermediate School: A Book of Readings. Danville: Interstate Printers and Publishers, Inc., 1974.

Bowen, C.R. "What is the Future Role of the School Administrator?" Paper presented at the American Association of School Administrators Annual Convention, Atlantic City, New Jersey, 21 February 1971. Bethesda, Md.: ERIC Document Reproduction Service, ED 050 445, 1971.

Bradford, James L. "Administrative Organization of Selected Junior High Schools." Master's thesis, University of Utah, 1964.

Brandes, Louis G. "The Position of the Subordinate Administrator in the Secondary School." The Bulletin of the National Association of Secondary-School Principals 40 (May 1956): 46-52.

Brandt, Robert G. "Administrator Attributes for Success." The Bulletin of the National Association of Secondary-School Principals 57 (November 1973):37-39.

Brimm, R.P. The Junior High School. New York: The Centre for
    Applied Research in Education, Inc., 1963.

Brimm, R.P. "Middle School or Junior High? Background and Rationale."
    The Bulletin of the National Association of Secondary-School
    Principals 53 (March 1969):1-7.

Brooks, James D. "The Assistant Principalship in Public Secondary
    Schools in Texas." Ed.D. dissertation, Baylor University,
    1970. Ann Arbor, Mich.: University Microfilms, 23998, 1970.

Brown, Frank. "Need Satisfaction of Educational Administrators."
    Paper presented at the American Educational Research
    Association Annual Meeting, Chicago, Illinois, April 1972.
    Bethesda, Md.: ERIC Document Reproduction Service, ED 061 584,
    1972.

Brown, Glen J., and Rentschler, James E. Why Don't Assistant
    Principals Get the Principalship." The Bulletin of the
    National Association of Secondary-School Principals 57
    (October 1973):36-47.

Brown, Tom and McCleary, Lloyd. "Toward a Clearer Definition of
    Competency and the Implications of Competency Definitions."
    CCBC Notebook 3 (February 1974):30-34. Bethesda, Md.: ERIC
    Document Reproduction Service, ED 087 101, 1974.

Bruning, James L., and Kintz, B.L. Computational Handbook of
    Statistics. Atlanta: Scott, Foresman and Company, 1968.

Bullough, Robert V. "An Approach to Competency Based Program
    Development." Educational Technology 15 (February 1975):38-41.

Burgess, Lovola L. "The New Assistant Principal -- Key Person on
    the Principal's Team." Paper presented at National Association
    of Secondary School Principals Annual Convention, Anaheim,
    California, 21 March 1972. Bethesda, Md.: ERIC Document
    Reproduction Service, ED 062 717, 1972.

_____ . "Accepting the Challenges of Curriculum
    Development." The Bulletin of the National Association of
    Secondary-School Principals 57 (October 1973):48-52.

Canfield, Albert A., ed. "Competencies for Allied Health Instructors."
    Gainesville: Centre for Allied Health Instructional Personnel,
    Florida University, 1972. Bethesda, Md.: ERIC Document
    Reproduction Service, ED 074 258, 1973.

Cantley, Bruce A., Jr. "The Role of the Assistant Principal in
    California Junior High Schools." Ed.D. dissertation, University
    of Southern California, 1972. Ann Arbor, Mich.: University
    Microfilms, 17457, 1972.

Childress, Jack R. "The Challenges of the Assistant Principalship."
    The Bulletin of the National Association of Secondary-School
    Principals 57 (October 1973):1-9.

Christensen, Dean C. and Goplerud, Sterling C. "What Role for the
    Principal in Improving the Instructional Program in the Junior
    High School?" The Bulletin of the National Association of
    Secondary-School Principals 44 (April 1960):211-214.

Coe, M.C. "The Vice-Principal in the Junior High School." Baltimore
    Bulletin of Education 11 (September 1932):18-20.

Commission on Public School Personnel Policies in Ohio. School
    Leadership: Report Number Seven, (1973). Bethesda, Md.: ERIC
    Document Reproduction Service, ED 076 499, 1973.

Coppedge, Floyd L. "The 'New' Image of the Assistant Principal."
    The Clearing House 42 (January 1968):283-287.

Council on Junior-High School Administration. "Ten Tenets of Junior-
    High-School Administration." The Clearing House 38 (February
    1964):329-32.

Culbertson, Jack. "The Way It Could Be." Paper presented to EPDA
    Directors of Programs in Educational Administration, Miami,
    Florida, 21 March 1969. Bethesda, Md.: ERIC Document
    Reproduction Service, ED 027 645, 1969.

Davenport, Gregory M. "The Perceived Roles and Job Satisfaction of
    the Assistant Principal in Two Selected Michigan School
    Districts." Ph.D. dissertation, University of Michigan, 1973.
    Ann Arbor, Mich.: University Microfilms, 3605, 1974.

Davis, E. Dale, and Moore, John. "The Assistant Principal in the
    Junior High School." The Bulletin of the National Association
    of Secondary-School Principals 49 (January 1965):1-4.

Davison, R.G. "Better In-Service Programs for School Administrators."
    The Clearing House 47 (April 1973):498-501.

Dederick, Warren E. "Competencies of the School Administrator."
    Phi Delta Kappan 54 (January 1973):349-350.

Downey, Lawrence W. "The Skills of an Effective Principal." The
    Canadian Administrator 1 (December 1961):11-14.

Edwards, Charles W. "Administration by Competency." Paper presented
    at the Conference on Higher Education, American Association of
    Higher Education, Chicago, Illinois, 11 March 1974. Bethesda,
    Md.: ERIC Document Reproduction Service, ED 090 806, 1974.

Ellett, Chad; Poole, Jonelle; and Poole, Ed. "The R.O.M.E. Competency
     Classification Model: A Description." CCBC Notebook 3 (May
     1974):3-8. Bethesda, Md.: ERIC Document Reproduction Service,
     ED 089 469, 1974.

Emswiler, H.W. "The Vice-Principal in the Junior High School."
     Educational Research Bulletin 10 (April 1931):235-242.

Fallon, Bernard V. "Advice to the Prospective Assistant Principal."
     The Bulletin of the National Association of Secondary-School
     Principals 58 (September 1974):76-80.

Farquhar, Robin H., and Martin, W. Michael. "New Developments in the
     Preparation of Education Leaders." Phi Delta Kappan 54
     (September 1972):26-30.

Feldvebel, Alexander M. "A Rationale for Competency-Based Programs
     in Educational Administration." CCBC Notebook 3 (July 1974):
     2-11. Bethesda, Md.: ERIC Document Reproduction Service,
     ED 095 117, 1974.

Fenske, Melvin R. "Administrative Duties of Principals and Vice-
     Principals in an Alberta School Division." Master's thesis,
     University of Alberta, 1963. Edmonton, Alberta: Western
     Microfilm Ltd., 1967.

Ferguson, George A. Statistical Analysis in Psychology and Education.
     3d ed. New York: McGraw-Hill Book Company, 1971.

Fisher, John H. "Do Schools Need High Powered Executives." The
     Nation's Schools 4 (April 1967):95-96.

Flannigan, Terrance R. "A Comparison of Role Expectations of Secondary
     School Vice-Principals in Ohio and Saskatchewan." Ph.D.
     dissertation, Bowling Green State University, 1970. Ann Arbor,
     Mich.: University Microfilms, 24949, 1970.

Gale, Larrie E., and McCleary, Lloyd E. "Competencies of the Secondary
     School Principal: A Need Assessment Study." n. p., 1972.
     Bethesda, Md.: ERIC Document Reproduction Service, ED 077 137,
     1973.

Gale, Larrie E., and Pol, Gaston. "Competence: A Definition and
     Conceptual Scheme." Educational Technology 15 (June 1975):
     19-25.

Gallimore, Ken. "The Role of the Vice-Principal." Comment on
     Education 3 (October 1972):10-12.

Gearing, Paul F. "The Role of the Assistant Secondary School
     Principal." Master's thesis, University of Tennessee, 1966.

Geer, John T., and Lockridge, Burma L. "A Validation Model for Administrative Competencies." CCBC Notebook 3 (July 1974): 12-18. Bethesda, Md.: ERIC Document Reproduction Service, ED 095 118, 1974.

Geer, John T., and Mullen, David J. A Status Survey of the Elementary School Assistant Principalship in Georgia, 1971. Athens: Georgia Association of Elementary School Principals; Bureau of Education Studies and Field Services, Georgia State University. Bethesda, Md.: ERIC Document Reproduction Service, ED 079 854, 1973.

Gilbert, Samuel. "On Being an Assistant Principal." The Clearing House 31 (March 1957):423.

Gillespie, T. Marcus. "The Assistant Principal; Status, Duties and Responsibilities." The Bulletin of the National Association of Secondary-School Principals 45 (December 1961):59-68.

Glass, Gene V., and Stanley, Julian C. Statistical Methods in Education and Psychology. Englewood Cliffs, Prentice-Hall, Inc., 1970.

Goddard, Garrett B. "The Assistant Principal – Understudy or Partner in Professional Leadership." The Bulletin of the National Association of Secondary-School Principals 46 (September 1962): 31-34.

Good, Carter V., and Scates, Douglas E. Methods of Research. New York: Appleton-Century-Crofts, Inc., 1954.

Gorton, Dick. "The Importance of Administrator Expertise in Instructional Leadership." Paper presented at American Educational Research Association Annual Meeting, New York, New York, February 1971. Bethesda, Md.: ERIC Document Reproduction Service, ED 048 645, 1971.

Grambs, Jean D.; Noyce, Clarence G.; Patterson, Franklin; and Robertson, John. The Junior High School We Need. Washington: Association for Supervision and Curriculum Development, 1961.

Grant, J.V. The Role of the Vice-Principal in Elementary Schools. Vancouver: Research and Standards Division, Department of Research and Special Services, Board of School Trustees, 1970. (Mimeographed.)

Gruhn, William T., and Douglass, Harl R. The Modern Junior High School. 3d ed. New York: The Ronald Press Company, 1971.

Hansen, J. Merrell. "Administration: Role and Function in Education." The Bulletin of the National Association of Secondary-School Principals 58 (December 1974):82-89.

Harlow, James G. "Building the Principal's Team." The Bulletin
of the National Association of Secondary-School Administrators
41 (February 1957):47-54.

Hawkes, Robert E. "The Emerging Role of the Vice-Principal in the
Secondary Schools of the Province of New Brunswick." Master's
thesis, Dalhousie University, 1966.

_____. "The Vice-Principal, Part 1." Educational Review
81 (May 1967):124-128.

_____. "The Vice-Principal, Part 11." Educational Review
82 (November 1967):6-9.

Hays, William Lee. Statistics for the social sciences. 2d ed. New
York: Holt, Rinehart and Winston, Inc., 1973.

Hemphill, John K. "Strengthening Administrator's Management
Competencies." Paper presented at American Association of
School Administrators Annual Convention, Atlantic City,
New Jersey, 24 February 1974. Bethesda, Md.: ERIC Document
Reproduction Service, ED 087 125, 1974.

Holland, Bertram H. "The Principal's Administrative Team." The
Bulletin of the National Association of Secondary-School
Principals 52 (November 1968):56-65.

Hooker, Clifford P., and Mueller, Van D. "A Plan for Performance
Review and Compensation of Administrative Personnel."
Richfield Independent School District 280, Minnesota, 1969.
Bethesda, Md.: ERIC Document Reproductive Service, ED 043 094,
1971.

Howard, Alvin W. "Junior High and Middle School Teachers' Involvement
on the Management Team." The Bulletin of the National
Association of Secondary-School Principals/Update '73 57 (May
1973):110-117.

Howard, Alvin W., and Stoumbis, George C. The Junior High and Middle
School: Issues and Practices. Scranton: Intext Educational
Publishers, 1970.

Huddleston, Robert R. "The Role of the Principal and Vice-Principal
in School Finances." Principals' Journal 10 (March 1970):
30-53.

Hull, J.H. "Are Junior High Schools the Answer." Educational
Leadership 23 (December 1965):213-216.

Hurley, Leo. "Vice-Principal: Educational Leader or Hatchet Man?"
The Bulletin of the National Association of Secondary-School
Principals 49 (January 1965):12-14.

Jackson, William H., and Snyder, Eugene E. "Team Administration at Santa Barbara High School." Journal of Secondary Education 46 (March 1971):127-130.

Jarrett, Richard W. "The Activities of the Assistant Principal in Secondary-Schools." The Bulletin of the National Association of Secondary-School Principals 42 (September 1958):28-32.

Johnsen, Earl M. "An Investigation of the Role of the Assistant Secondary-School Principal in Selected High Schools of Northern Illinois." Master's thesis, Northern Illinois University, 1963.

Joly, Roxee W. "The Principal Looks at the Assistant Principal." The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):16-27.

Julian, T. "Some Thoughts on the Position of Vice-Principal." Principals' Journal 2 (1961):44-53.

Katz, Robert L. "Skills of an Effective Administrator." Harvard Business Review 33 (January-February 1955):33-42.

_____. "Human Relations Skills Can Be Sharpened." Harvard Business Review 34 (July-August 1956):61-72.

Keller, Roy D. "A Study of Priorities of Competencies of the Educational Administrator in Kansas as Perceived by Local Teachers' Association Presidents." Education Specialist thesis, Fort Hays Kansas State College, 1974.

Kerlinger, Frederick Nicholas. Foundations of Behavioral Research. 2d ed. New York: Holt, Rinehart and Winston, Inc., 1973.

Kidd, Ronald V., and Natalicio, Luiz F.S. "Competency-Based Learning: An Analysis of Polyadic Interaction." Educational Technology 12 (November 1972):18-20.

Kindred, Lesile W. The Intermediate Schools. Englewood Cliffs: Prentice-Hall, Inc., 1968.

Kindsvatter, Richard, and Tosi, Donald J. "Assistant Principal: A Job in Limbo." The Clearing House 45 (April 1971):456-464.

Klingstedt, Joe L. "Philosophical Basis for Competency-Based Education." Educational Technology 12 (November 1972):9-14.

Knox, John W. "An Analysis of the Role of Selected Colorado Middle and Junior High School Assistant Principals in Curriculum and Instruction Leadership." Ed.D. dissertation, University of Northern Colorado, 1974. Ann Arbor, Mich.: University Microfilms, 11096, 1975.

La Coste, Vincent J. "An Interest/Work Study of the Vice-Principalship in the Calgary Roman Catholic Separate School System." Master's thesis, University of Calgary, 1969.

Lake, Jaspar. "The Vice-Principalship in the Newfoundland Central and Regional High Schools." Master's thesis, Memorial University of Newfoundland, 1967.

Lark, Larry J. "The Effectiveness of the Assistant Principal's Role as a Function of Expectations and Behavior." Ph.D. dissertation, University of Wisconsin, 1971. Ann Arbor, Mich.: University Microfilms, 23312, 1971.

Laughery, Wayne W. "Expedience or Vision in the Assignment of Assistant Principal's Duties?" The Bulletin of the National Association of Secondary-School Principals 43 (September 1959): 112-114.

Laurence, Jack P. "The Development of a Source Book of Suggested Competencies and Activities for Interns in Secondary School Administration." Ed.D. dissertation, University of Maryland, 1958. Ann Arbor, Mich.: University Microfilms, 1917, 1959.

Lawson, Thomas J. "A Study of the Characteristics and Functions of Assistant Principals in Missouri Public Secondary Schools." Ed.D. dissertation, University of Missouri-Columbia, 1970. Ann Arbor, Mich.: University Microfilms, 03354, 1971.

Long, Charles M. "Duties of the Secondary-School Vice-Principals." The Bulletin of the National Association of Secondary-School Principals 41 (February 1957):26-37.

Longmore, Alexander J. "A Survey of the Status and Role of Vice-Principals in Selected School Districts of British Columbia." Master's thesis, University of Alberta, 1968. Edmonton, Alberta: Western Microfilm Ltd., 1971.

Lowery, Richard E. "An Analysis of the Present Administrative Policy of Principals and Vice-Principals in the Calgary Public and Separate School Systems." Ed.D. dissertation, University of Montana, 1966. Ann Arbor, Mich.: University Microfilms, 9827, 1966.

Lowery, Richard E. "Where's the duty line between principal and vice-principal." School Progress 36 (February 1967):26-28.

Loy, Harvey Stephen. "A Study of Priorities of Competencies in Educational Administration as Perceived by Randomly Selected Superintendents of Unified School Districts in Kansas." Education Specialist field study, Fort Hays Kansas State College, 1970.

Lutz, Frank W., and Ferrante, Reynolds. "Emergent Practices in the Continuing Education of School Administrators." ERIC/CEM-UCEA Series on Administrator Preparation. ERIC/CEM State-of-the-Knowledge Series, Number Sixteen. UCEA Monograph Series, Number Three. Eugene: ERIC Clearinghouse on Educational Management. Bethesda, Md.: ERIC Document Reproduction Service, ED 069 015, 1973.

Mahoney, Leo G. "Position Analysis for Administrative Personnel in Public School Systems." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, February 1968. Bethesda, Md.: ERIC Document Reproduction Service, ED 027 603, 1969.

"Managers are Made." The Royal Bank of Canada Monthly Letter 54 (June 1973):1-4.

Martin, Dariel D. "A Study of the Professional Education Competencies and Community College Administrators of Vocational Education." Ed.D. dissertation, Oregon State University, 1972.

Martin, Evelyn B. "A Profile of Women as Secondary School Vice-Principals." The Bulletin of the National Association of Secondary-School Vice-Principals 42 (March 1958):77-83.

Matesi, Annette. "A Study of Factors Influencing the Type of Curriculum Facilities of Junior High Schools in Illinois." Master's thesis, De Paul University, 1963.

Matesi, Mary P. "A Study of Factors Influencing the Organizational and Administrative Characteristics of Junior High Schools in Illinois." Master's thesis, De Paul University, 1963.

McCleary, Lloyd E. "Criticisms and Counters to the Concept of the Competency Based Curriculum in Educational Administration." CCBC Notebook 2 (October 1972):2-5.

_____. "Competency Based Education: What Is It and What Does It Mean for Professional Development." CCBC Notebook 2 (June 1973):1-3.

_____. "Competency Based Educational Administration and Applications to Related Fields." n. p., 1973. Bethesda, Md.: ERIC Document Reproduction Service, ED 077 136, 1973.

McCleary, Lloyd E.; Brown, T.C.; and Gale, Larrie. "Assessing Competency Needs in Administration." University of Utah, n. d. (Mimeographed.)

McCleary, Lloyd E., and Hencley, Stephen P. Secondary School Administration: Theoretical Bases of Professional Practice. New York: Dodd, Mead and Company, 1965.

McCleary, Lloyd E., and McIntyre, Kenneth. "Competency Development and the Methodology of College Teaching: A Model and Proposal." n. p., 1971. Bethesda, Md.: ERIC Document Reproduction Service, ED 077 138, 1973.

McClelland, K.M. "The Role of the Principal and Vice-Principal." The Headmaster (Winter 1968):13-14.

McClure, James C. "Role Expectations for Junior High School Assistant Principals as Perceived by Alter Groups." Ed.D. dissertation, Brigham Young University, 1974. Ann Arbor, Mich.: University Microfilms, 28409, 1974.

McCormick, C.F.; Rob, M.H.; and Buell, Clayton, E. "What Policy and Organization for Supervision in the Large Junior High School." The Bulletin of the National Association of Secondary-School Principals 45 (April 1961):33-38.

McDonough, Patrick J. "Assistant Principal: Education Leader?" The Clearing House 45 (October 1970):97-99.

McGlasson, Maurice A., and Pace, Vernon D. "Administration of Junior High Schools and Middle Schools." Viewpoints 47 (November 1971): 14-24.

McGowan, William N. "New Directions for School Administration." Burlingame: California Association of Secondary School Administrators, 1969. Bethesda, Md.: ERIC Document Reproduction Service, ED 030 184, 1969.

McKendry, Harry R. "A Comparative Study of the Role of the High School Assistant Principal as Perceived by Superintendents, Principals, and Assistant Principals in Selected Districts of the State of Illinois. Ed.D., University of Northern Colorado, 1970. Ann Arbor, Mich.: University Microfilms, 04193, 1971.

Metzger, Christa, and Lynch, Steven B. "Performance Education of the Educational Leader (PEEL): Another Breakthrough in Competency Based Educational Administration." CCBC Notebook 3 (July 1974): 18-25. Bethesda, Md.: ERIC Document Reproduction Service, ED 095 119, 1974.

Michaels, Melvin L. "The Role of the Assistant Principal." The Bulletin of the National Association of Secondary-School Principals 49 (January 1965):5-11.

Morgan, Margaret K., and Canfield, Albert A., eds. "Administrative Competencies in Education and the Allied Health Professions." Gainesville: Centre for Allied Health Instructional Personnel, Florida University, 1972. Bethesda, Md.: ERIC Document Reproduction Service, ED 074 257, 1973.

Motture, John E. "A Survey of the Non-Professional Tasks Performed by Administrators in the Public Junior High Schools in Calgary." Master's thesis, University of Calgary, 1972.

National Association of Elementary School Principals. The Assistant Principalship in Public Elementary Schools - 1969. A Research Study. 1970. Bethesda, Md.: ERIC Document Reproduction Service, ED 046 099, 1971.

National Study of School Evaluation. Junior High School/Middle School Evaluative Criteria. Arlington: National Study of School Evaluation, 1970.

Nelson, Norbert J. "The Executive Function." Paper presented at the Magnavox Executive Development Program, Pursuit of Management Excellence, Potowatom Inn, Indiana, 14 March 1969. (Mimeographed.)

Nicholson, Evertt W., and Nelson, Norbert J. "A Skill-Strategy Approach to the Principal's Development." The Bulletin of the National Association of Secondary-School Principals 56 (March 1972):82-83.

Nie, Norman; Bent, Dale H.; and Hull, C. Hadlai. Statistical Package for the Social Sciences. New York: McGraw-Hill Book Company, 1970.

Nisbet, John D., and Entwistle, N.J. Educational Research Methods. New York: American Elsevier Publishing Company, Inc., 1970.

Novak, Benjamin J. "Examining the Role of the Vice-Principal." The American School Board Journal 146 (May 1963):19-20.

_____ "Examining the Role of the Vice-Principal." The American School Board Journal 146 (May 1963):15-16.

Null, Don A. "The Junior High School Assistant Principalship in Indiana." Ed.D. dissertation, Indiana University, 1970. Ann Arbor, Mich.: University Microfilms, 23374, 1970.

Old, Richard L. "The Vice-Principal in the Informal Organization." The CSA Bulletin 4 (February 1965):44-52.

Palardy, J. Michael, and Eisele, James E. "Competency Based Education." The Clearing House 4 (May 1972):545-548.

Parten, Mildred B. Surveys, Polls, and Samples: Practical Procedures. New York: Cooper Square Publishers, Inc., 1966.

Paus, Greg S. "The Assistant Principal." Oregon School Council Bulletin 13 (February 1970):1-24. Bethesda, Md.: ERIC Document Reproduction Service, ED 079 844, 1973.

Peabody, Robert L. "Perception of Organizational Authority: A Comparative Analysis." _Administrative Science Quarterly_ 6 (March 1962):463-482.

Penrod, Dean A. "Characteristics of Competency-Based Education Programs for Secondary-School Administrators." Ph.D. dissertation, University of Utah, 1974. Ann Arbor, Mich.: University Microfilms, 17700, 1974.

Peterson, Donovan. "Developing a Competency Based Program in School Finance." University of Southern Florida, 1972. (Mimeographed.)

Pfeffer, Edward I. "Duties of Vice-Principals in New Jersey." _The Bulletin of the National Association of Secondary-School Principals_ 39 (May 1955):55-67.

Pino, Edward C., and Johnson, L. Wesley. "Administrative Team: A New Approach to Instructional Leadership." _The Clearing House_ 42 (May 1966):520-525.

Pitman, John C. "Summary of Actions Taken by Selected States Involved in Developing Competency-Based Certification Systems." Durham: New England Program in Teacher Education, 1973. Bethesda, Md.: ERIC Document Reproduction Service, ED 081 753, 1974.

Poole, Jonelle. _Compilation of Competency Statements for School Administrators as Derived from Literature. Research Report Number 1._ Athens: Bureau of Educational Studies and Field Services, University of Georgia, February 1974. Bethesda, Md.: ERIC Document Reproduction Service, ED 088 839, 1974.

Popham, W. James, and Sirotnik, Kenneth A. _Educational Statistics: Use and Interpretation._ 2d ed. New York: Harper and Row, 1973.

"Principal's Problem: How should a principal and vice-principal divide their work." _The Instructor_ 77 (October 1967):37.

Purrington, Gordon. "Administrator Competencies and Organizational Effectiveness." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, February 1968. Bethesda, Md.: ERIC Document Reproduction Service, ED 026 742, 1969.

Rankin, Donald L. "A Unified Approach to Administration." _The Bulletin of the National Association of Secondary-School Principals_ 57 (October 1973):70-74.

Rasmussen, G.L. "Meaningful Inservice Program for the 'Neglected' School Administrator." _Journal of Secondary Education_ 44 (March 1969):129-134.

Raub, Edwin S. "Requisites of Effective Management Development."
Personnel 40 (September-October 1963):62.

Reeves, A.W. "The Preparation of Educational Administrators." The
Canadian Education and Research Digest 7 (September 1967):
173-183.

Roberts, John B. "A Role Definition of Secondary School Assistant
Principals in Washington County, Virginia." Master's thesis,
East Tennessee State University, 1966.

Robertson, Benjamin R. "The Duties and Responsibilities of the Junior
High School Assistant Principal in Pennsylvania." Ed.D.
dissertation, University of Pittsburg, 1969. Ann Arbor, Mich.:
University Microfilms, 19676, 1969.

Rock, Milton L. "Executive Development: The Proof is in the Improving."
Personnel Journal 42 (March 1963):139-142.

Rose, Howard C. "A Study of the Competencies Needed for Junior High
School Principals (1961)." The Bulletin of the National
Association of Secondary-School Principals 46 (February 1962):
404-406.

Royal, Raymond E. "Decision-Making in the Middle Echelons of Public
Education." The Bulletin of the National Association of
Secondary-School Principals 45 (February 1961):85-87.

Salazar, Antonio F. "Duties and Competencies of the Elementary
Assistant Principal." Master's thesis, University of Texas, 1955.

Schwei, Joseph P. "Critical Requirements for Effective Performance of
School Administrators." Ph.D. dissertation, University of
Wisconsin, 1955.

Seyfert, W.C. "Please Ask Mr. Smith To Come In." The School Review
LXII (February 1954):70-71.

Sheehan, T. Joseph. "Toward a System of Professional Education."
The Irish Journal of Education 1 (Winter 1967):141-149.

Shelton, Landon. "The Vice-Principal's Duties in a 'School Within a
School.'" The Bulletin of the National Association of Secondary-
School Principals 48 (September 1964):28-30.

Sikula, Andrew F., and Sikula, John P. "The Values and Value Systems
of Educational Administrators." Paper presented at American
Educational Research Association Annual Meeting, April 1972.
Bethesda, Md.: ERIC Document Reproduction Service, ED 061 583,
1972.

Sorensen, Lincoln B. "Duties and Functions of the Assistant Principal in Secondary Schools of Selected School Districts in the State of Utah." Master's thesis, Brigham Young University, 1960.

Spencer, Ralph. "In Defense of Administrivia." The Bulletin of the National Association of Secondary-School Principals 54 (November 1970):90-94.

Sprague, Nancy F. "Involving the Assistant Principal on the Administrative Team." The Bulletin of the National Association of Secondary-School Principals 57 (October 1973):28-35.

Stanton, Erwin S. "Management Development - Necessity or Luxury." Personnel Journal 42 (February 1963):70-72, 95.

Stewart, C.L. "Integrity and the vice-principal." Comment on Education 5 (April 1975):12-13.

Stokes, Donald A. "The Assistant Principal -- Partnership in Progress." Paper presented at National Association of Secondary School Principals Annual Convention, Dallas, Texas, February 1973. Bethesda, Md.: ERIC Document Reproduction Service, ED 075 939, 1973.

"The Assistant Principal." Overview 3 (July 1962):14.

Tompkins, Ellsworth, and Trump, J. Lloyd. "The Secondary School Principalship and the Challenge of Change." n. p., 1968. Bethesda, Md.: ERIC Document Reproduction Service, ED 030 185, 1969.

Toombs, W.N. "Administrative Requirements of Principals and Superintendents." The Canadian Education and Research Digest 2 (March 1962):55-65.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 4th ed. Chicago: The University of Chicago Press, 1973.

Turner, Harold E. "The VPI is a VIP." The Bulletin of the National Association of Secondary-School Principals 57 (October 1973): 53-62.

Valeski, Tom. "A Continuum Model for Competency Training." CCBC Notebook 3 (October 1973):10-17. Bethesda, Md.: ERIC Document Reproduction Service, ED 083 706, 1974.

Van Eman, Charles R. "Functions of the Assistant High School Principal and Other Assistant Executives." Education Research Bulletin 5 (March 1926):148-150.

Van Haren, John R. "The Role of the Vice-Principal in Selected Wisconsin Junior High Schools." Master's thesis, Winona State College, 1968.

Varness, Karen E. "Administrative Competencies of Special Education Administrators/Supervisors." Master's thesis, Central Washington State College, 1974.

Veri, Clive C. A Proposed Process for Determining Professional Behaviors Needed by Adult Education Administrators. Bethesda, Md.: ERIC Document Reproduction Service, ED 078 276, 1973.

Wallace, Charles E. "An Administrative Organization Designed for Instructional Improvement." The Bulletin of the National Association of Secondary-School Principals 45 (February 1961): 32-35.

Warren, Phil J. "The Search for Administrative Talent: Recruitment and Selection of Candidates." Comment on Education 4 (December 1973):4-7.

Wattenberg, William W. "The Junior High School - A Psychologist's View." The Bulletin of the National Association of Secondary-School Principals 49 (April 1965):34-49.

Wells, Philip C.; Nelson, Robert, H.; and Johnson, Earl M. "The Assistant Secondary School Principal." The Bulletin of the National Association of Secondary-School Principals 49 (January 1965):15-22.

Wetzler, Wilson F. "Use of Job Analysis Towards More Effective Educational Administrative Practices." Educational Administration and Supervision 40 (February 1954):113-116.

Winston, Sheldon. "Vice-Principal: More Than a Disciplinarian." The Clearing House 46 (October 1971):78-81.

_____. "Catalyst, Innovator: Revitalizing the Vice-Principal." The Bulletin of the National Association of Secondary-School Principals 56 (December 1972):46-51.

Wochner, Raymond E., and Lynch, Steven B., comps. The Identification and Development of Administrative Competencies. An Administrative Seminar: Administrative Competency/Performance Based Resource Materials. Tempe: Bureau of Educational Research and Services, Arizona State University, 1973. Bethesda, Md.: ERIC Document Reproduction Service, ED 083 723, 1974.

Woznick, Gregory. "The Duties and Responsibilities of Vice-Principals in Selected California Schools." Master's thesis, Fresno State College, 1961.

Yakmission, Jacob M. "Current Administrative Practices in Ten Selected Junior High Schools." Minor Master's thesis, University of Manitoba, 1964.

Young, Jon I., and Mondfrans, Adrian P.V. "Psychological Implications of Competency-Based Education." Educational Technology 12 (November 1972):15-18.