A critical analysis of various activities performed by an elementary school principal

Armstead L. Salters

Atlanta University

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A CRITICAL ANALYSIS OF VARIOUS ACTIVITIES
PERFORMED BY AN ELEMENTARY
SCHOOL PRINCIPAL

AN ABSTRACT
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
SPECIALIST IN EDUCATION

BY
ARMSTEAD L. SALTERS

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
JULY 1984
AN ABSTRACT

The purpose of this investigation was to determine how an elementary school principal's time was being used and to compare it with other standards.

After logging the activities at the beginning of each working hour from December through February, the writer determined the amount of time spent on the various categories of duties found in McAbee's Oregon Study and on the roles and subroles in Mintzberg's paradigm.

In comparison to the standard, significantly less or more time was spent on specific categories of duties than experts recommended. Supervision of teachers and improvement of instruction, teaching, public relations, professional meetings and transportation consumed less time than both authorities and principals proposed, whereas office routines, administration of the plant, business management, superintendent's conferences and cafeteria received more time.

Greater percentages of time were spent on subroles in the interpersonal and informational clusters than on decisional matters, and when his time-on-task activities were matched with the paradigm, a sizable portion of his time was spent on monitorial and figurehead functions with relatively little time being given to leadership and decisional functions.

The results of a questionnaire submitted to peers to rank activities in terms of urgency and importance indicated that as much
was devoted to activities considered to be not urgent, not important as to activities considered important and urgent.

The study implies that a principal must learn how to control the administrative day, so that he may spend more time on tasks of high priority. It is also clear that when the principal's activities are placed in the framework of Mintzberg's structure, a new dimension of understanding and appreciation for his role in school settings emerges. It also shows that the power of his position lies not so much in monumental decisions, but in the control of information and constant evaluation.
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Further appreciation is extended to my wife, Joan, who stood by my side during each phase of this investigation and typed the various drafts and final report.
CHAPTER I

INTRODUCTION

Rationale

The elementary school principal today occupies a position of increasing importance which requires a clear insight into the numerous demands. The writer did not have this perspective due to restricted administrative knowledge and actual experience as to how his time should be allocated. As a result, duties making demands on the writer's time made him a slave to routine demands and a neglecter of duties which were of paramount importance.

The principalship has seen its most drastic impact since the 1960's because of the profound social changes that occurred during the 50's and 60's. Recent developments have also had a tremendous impact on it. The first development was the increased bureaucratization of almost every structure and institution in our society. This coupled with the baby boom following the second world war, bringing about a larger student population and system's enlargement which developed into further bureaucratization of education. Thus, principals have been inundated with administrative and managerial tasks that have detracted from other responsibilities as educational leaders. Second, schools were forced to serve not only as Educational Agencies, but also as Social Service Agencies. They have been forced to provide, along with educational services, services for the community as well.
Third, group decision making became necessary with the increased specialization of knowledge, it often became the principal's function to elicit leadership from others in areas where he lacks expertise.

Fourth, the advent of a renewed role as an educational leader has compounded the duties of the principal in view of the previously mentioned developments with so many other responsibilities that the principal finds it increasingly difficult to perform his duties.¹

Not only does he have wide latitude with respect to administrative policies and procedures relating to his school, but more and more he is asked to assume leadership responsibilities for curriculum improvements and school-community relationships.

He must create a climate for participatory decision making, develop good internal communication, set program goals and organize school programs, organize the instructional program making allowance for individual differences, provide schedules for staff and students, allow for staff development and evaluation, handle grievances, counsel, and recruit and select staff. He must be a versatile individual to fulfill all the responsibilities demanded of him. He must be skillful in the realm of personal management; he must have knowledge of the school plant and know how to operate and maintain it efficiently; he must be conversant with modern school business practices; he must know how to work with the public and must be able to give leadership to his staff in curriculum improvement.

These combined functions constitute a tremendous challenge to the

elementary school principal, increasingly demanding a higher and more professional leadership than ever before, and offering a great opportunity to serve the children in his school.

Although the writer functions in the context of a social organization that expects him to be an educational leader, he performs a variety of other roles related to the innumerable technical and ceremonial duties which he thought were necessary for the functioning of the school. From the time he arrived in the morning until the time he departed in the evening, he was in a perpetual motion, buffeted back and forth by an avalanche of petty problems, routine paperwork, and insignificant administrative tasks brought to him by others. Then too, there were numerous meetings which left precious little time for meaningful dialogue with his teachers. Consequently, being involved in so many activities resulted in failure to place adequate time on the instructional program.

For many decades writers have reiterated the need for principals to spend more time on supervision, curriculum development, and improvement of instruction. The increasing tendency to place the primary responsibility for the fulfillment of these functions in the principalship was already suggested in 1923 by Cubberly who wrote, "Many principals give their time almost entirely to administrative duties and do little supervisory work, although the latter ought to be their most important function."¹ Among writers of a later date, Edmundson, Reamer, and Bacon, stress the importance of the principals' responsibility in

the improvement of instruction. Jacobson, Reavis, and Logsdon concluded their summary of the principals' duties with the following statement: "... and, most important, that educational leadership which provides constantly better instruction for boys and girls is provided continuously and effectively.

"Today's supervisor must be a vigorous leader, a shrewd and effective planner, a source of technical know how, and a deft mediator between policy-setting management on the one hand, and rank-and-file workers and their union representative on the other."

Conceptually, the principal is still both administrator and supervisor. His basic supervisory tasks are to set up environmental factors that are conducive to the continuous growth of staff, to provide for exchange of views and information among themselves, and to encourage them to help one another by capitalizing on their own resources.

The primary aim of supervision is to recognize the inherent value of each person so that his full potential will be realized. Supervision would direct attention toward the fundamentals of education and the improvement of the total teaching-learning process.

As a supervisor, the principal is concerned with providing

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effective leadership within the staff. To do this, he should seek constantly to improve his sensitivity to the feelings of others, to increase the accuracy of his estimate of group opinion on important issues, to become more cooperative in his working relationships, to seek to establish higher goals for himself, and to interact more frequently with those in the group with which he works.

Innovative principals identify their roles in terms of educational leadership. Leadership implies good communication with staff, the students and the community. The information system should allow information and ideas to flow up and down the line.

The principal must be able to deal effectively with the human side of the educational enterprise, while at the same time maximize organizational attainment.\footnote{Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, \textit{The Principalship: New Perspectives} (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), p. 6.}

An educational administrator's job, like that of other managers, can be described in terms of various "roles" or organized sets of behaviors identified with a position. Henry Mintzberg looked at the activities which a manager performs and established a ten-category framework with three identifiable roles with distinct types of behaviors which he classified as interpersonal, informational and decisional. The three roles were delineated into ten subroles as subsets of these three roles as described below:

\textbf{Interpersonal}

\textit{Figurehead} - Symbolic head obliged to perform a number of routine duties of a legal or social nature.
Leader - Responsible for the motivation and activation of subordinates, responsible for staff training and associated duties.

Liaison - Maintains self developed network of outside contacts and informers who provide favors and information.

**Informational**

Monitor - Seeks and receives a variety of special information (much of it current) to develop an understanding of organization and environment. Emerges as nerve center of information of the organization.

Disseminator - Transmits information received from outside or other subordinates to members of the organization. Some information factual, some involving interpretation and integration of diverse value positions of organizational influences.

Spokesperson - Transmits information to outsiders on organization or unit plan, policies, actions, results, etc.

**Decisional**

Entrepreneur - Searches organization and its environment for opportunities and initiates "important projects" to bring about changing supervised design of certain project as well.

Disturbance Handler - Responsible for corrective action when organization faces important unexpected disturbances.

Resource Allocator - Responsible for the allocation of organizational resources of all kinds in effect participating insignificant organizational decisions.

Negotiator - Responsible for Representing the unit of organization at negotiations.

Three of the manager's subroles arise directly from his formal authority and involve basic interpersonal relationships. By virtue of his position as head of an organizational unit he must perform some
duties of a ceremonial nature. He must assume responsibility for the work of people of that unit and he must also make contacts outside his vertical chain of command.  

As a result of interpersonal contact with subordinates and the network of other contacts, the manager emerges as the nerve center of his organizational unit. He scans his environment for information, and he shares and distributes it directly to his subordinates and sends the other information to people outside his unit.

Information is not an end in itself; it is the basic input to decision making. The manager plays the major role in his unit's decision making system. He seeks to improve his unit in order to adapt it to changing conditions in the environment. He also involuntarily responds to pressure. It is his responsibility to decide who will get what in his organizational unit. At some point in time, managers are also negotiators.  

The manager's effectiveness is significantly influenced by his insight into his own work. He is faced with the following challenges: (1) to find systematic ways to share his privileged information, (2) to deal consciously with pressures of superficiality by giving serious attention to issues that require them and (3) to gain control of his own time by turning obligations to his advantage and by turning those things he wishes to do into obligations.

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2 Ibid., pp. 57-58.
3 Ibid., pp. 59-60.
Statement of the Problem

As an elementary school principal, the writer felt that his time was inappropriately allocated due to the many activities he performs. When these multitudinous routine chores had been performed, virtually no time remained for the instructional program. Additionally, he found himself working late into the evening, not being able to depart the school scene until 6:00 p.m. or later.

The school superintendent was consistently emphasizing students' gains in the California Achievement Test (CAT) over a five year period and therefore the writer was held accountable for good performance by his pupils. In reality, supervision of the instructional program was neglected. This was not being done intentionally; rather, the result of so many other activities which were given a higher priority made it difficult to devote as much time as was needed for instruction. The writer was completely dissatisfied with the amount of time provided for instructional matters.

As a result, the writer was interested in finding out how peers rated these activities in terms of importance, the time actually spent on various categories of duties and to compare peers, as well as experts' opinion on how the principals' time should actually be spent.

Purpose of the Study

The purpose of this investigation was to identify how the writer's time was being used and to compare it with other standards. Specifically, the writer hoped the study would enable him to develop better time management techniques.
The study was guided by the following specific questions:

1. What is the "standard" on time-on-tasks prepared by experts?

2. How does my time allocation on tasks compare with "standard"?

3. How does the time allocation fit Mintzberg's paradigm?

4. How do principals perceive these tasks as to urgency and importance?

Methodology

Three months of professional activities were recorded and then compared to three standards. One matching was with a study developed by McAbee among Oregon principals. The second was with a rating by a group of peers as to the importance of the activities. The third was the placement of the activities into the Mintzberg's paradigm to determine the types of roles played by the principal as well as the percentage of time allotted to each.

Scope of the Project

This study is structured as action research, i.e., a case study limited to activities performed by only one elementary school principal during the months of December through February.

Similar type studies will be necessary to substantiate the value of this project.

Limitations

As a self analysis this type of study has the failing of being subjective. Furthermore, part of the data gathered relies on a small selected sample of ten peers to determine relative importance of tasks
performed, and on a single study—that of McAbee in Oregon—as a guide to the acceptable allotments of a principal's time.

It is an exploratory type study. The value, therefore, is limited to what is gleaned by the researcher himself. Nevertheless, to the extent that other principals recognize themselves in the same predicament as the author, his experience and study could be a guide to others.
CHAPTER II

REVIEW OF RELATED LITERATURE

The related literature is divided into two sections. The first section deals with information pertaining to time addressed by some experts. The second focuses on roles and subroles.

Management of Time

Understanding time is not a limited problem, it is a felt need in virtually every aspect of life. Effective time management is not merely a matter of patching up the rough spots in your working schedule; it is a management function.¹

Time management means the efficient use of our resources including time, in such a way that we are effective in achieving important personal goals. Efficiency has been defined as doing things—effectiveness as doing the right things right.²

Like all management problems, time management must be subjected to principles of analysis and planning. Planning is equally important for both long-term goals and daily schedules.

Studies conducted over the years in a variety of management

settings have consistently revealed ten (10) common control problems:

1. Telephone  
2. Meetings  
3. Reports  
4. Visitors  
5. Delegation  
6. Procrastination  
7. Fire fighting  
8. Special request from others  
9. Delays by others  
10. Reading

What makes time management particularly troublesome is that it's so personal. Any system we use must be adapted to our own personal style and situation. And it takes a strong personal commitment—good time management must be internalized and become a habit. No one checks up on us, except ourselves. It's easy to let it slide, not to plan, to be a nice guy and never say no. Easy to rationalize that we are different and therefore can't do anything to gain control of our lives.

The issue in time management is how to get more time on policy development and other leadership activities, and less time focusing on other people's crises or engaging in pointless activity; the issue that managers must confront is not how to get more time, but rather how to spend more time on those things that are more important.

Allen Lakein's advice on this subject is both practical and persuasive. He suggests a variety of tactics, including the following: recognizing the consequences of delay and the advantages of action;

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reducing a large task to small subtasks; working at the tasks for five minutes per day to initiate involvement; gathering additional data; performing a subtask of the A-I that coincides with your current mood; setting deadlines and announcing your deadline to someone else; taking rest breaks and rewarding yourself as subtasks are accomplished.  

According to Eric Webster, an average manager's problem will be to reduce interruptions by about 50 percent, reduce the time spent on phone calls by 50 percent, double that time allotted for planning and thinking, and budget at least half an hour daily which he keeps free to think about nothing in particular.  

Mintzberg, in his study of five (5) American executives, treated mail processing as a burden to be dispensed with. An analysis of the mail reveals that only 13 percent was of specific and immediate use. Seventy (70) percent of their incoming mail was purely informational (as opposed to requests for action). The five executives also spent forty (40) percent of their time on activities devoted exclusively to transmitting information.

Similarly, Fox and Schwartz listed the following activities basic to efficient utilization of time:

1. Analyzing the use of time -- Make a diary or log of daily activities. Indicate the time, length, location and description of the activity.

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2. Planning time -- Take at least a few minutes each day to list the things that you plan to do the next day thereafter as a task is completed, cross it off the list.

3. Setting priorities -- Those tasks that are absolutely essential to the future should be done first. Following these should be tasks that are less urgent but will require attention sometime during the day. All other tasks are to be performed as time permits.

4. Delegating -- Check the planning list and delegate all those items that can be assigned to others. Delegate authority along with the responsibility. Inform the faculty of this. Periodically check progress.

5. Concentrating on the problem at hand -- Determine which terms on the planning list require the most concentration and work on them when you are at your peak. Force yourself to be decisive by deciding to handle each item that requires a decision at once.

6. Deadlining -- Assign a realistic deadline to each task. When it is not met, try to determine the reason.

A number of studies and a considerable amount of writing have been done on how a principal spends or should spend his time. According to Hughes and Ubben, how principals prefer to spend time is different from how they think they spend time, because few people can always spend their professional or personal hours exactly as they want.

The most surprising thing is that how principals perceive they are actually spending time invariably reveals a disparity with the reality. Principals are not only unable to spend time the way they most desire; they are not even aware of how they really are using their time.

English states that no administrator can individually administer

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2 Ibid., p. 344.
all the educational processes delegated to him. Consequently, he must select qualified personnel to help him fulfill adequately the obligations of his position. 1

Furthermore, research says that if a principal appears to be continuously moving from crisis to crisis, something is wrong. A reassessment of the principal's role or organizational structure of delegating practices and time management practices is immediately required.

The effective school manager must organize time so that all the important things are done by those best suited by disposition, training, interest, and availability. Skills in delegation and time management are basic to this. Such skills can be learned, improved and mastered.

McAbee's Oregon study gives a standard as to how principals should spend their time if they are to be effective in executing their duties. 2 Perhaps, one should examine critically the standard as a first step in developing sound management techniques.

Roles and Subroles

The principal's job is different and more difficult than it was a few decades ago. There is little resemblance between duties, responsibilities and problems then as compared to those experienced by today's administrator. 3

1 Fenwick W. English, School Organization and Management (Belmont, California: Wadsworth Publishing Company, 1975), p. 120.


When one is appointed principal (Odiorne, 1969), he assumes responsibility for planning, organizing and governance. He is the institution's representative and spokesman and must maintain relationship with the board as well as with local, state and federal agencies. As the instructional leader, the principal is primarily accountable for student learning, but few principals have sufficient time to concentrate on education. Instead, their attention is likely to be diverted to other problems that have little direct connection with the instructional program. The majority of these problems appear to be related to situational events over which the principal has little or no control.

Additionally, being responsible for all that happens in the school, he must possess the skills necessary to manage such an organization. Therefore, he is the most critical variable in the whole process of education. All the talk about accountability is meaningless if the principal is not accountable and responsible in terms of management aspects of his job.

As the legal head of the building he is responsible for its efficiency. The means and strategies, however important, are a matter of style. The necessity to get the job done is a matter of responsibility. But no matter what his style of leadership and/or management, the principal must be the main person in terms of accountability and directions for the total school. Under no circumstance can he completely

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free himself from responsibility to manage, regardless of the nature of the tasks.

The role of the principal as viewed by Bluford and Erlandson is that of morale builder, community liaison, central liaison and educational leader.¹

McIntyre (1974) list eight key responsibilities of principals:

1. Develop school unit goals and objectives to guide instruction.
2. Allocate staff personnel to accomplish instructional goals.
3. Allocate time and space to accomplish instructional goals.
4. Develop and utilize materials, equipment, and facilities to accomplish instructional goals.
5. Coordinate supporting non-instructional services to accomplish instructional goals.
6. Develop school-community relations to accomplish instructional goals.
7. Develop inservice training programs to improve instruction.
8. Assess the needs of the school unit and evaluate the processes and products of instruction in order to improve instruction.²

According to Heller (1976) the most frequently mentioned tasks are scheduling, budgeting, working with community groups, motivating the staff, working with students, providing instructional leadership,


supervising classrooms, attending meetings, communicating with various publics, developing rules and regulations for attendance, health and safety, student placement, reporting to parents, inventorying and providing a "proper image," regardless of the tasks to be added, deleted or modified. That list is proof of the complexity of the job.¹

The SSCPEA considered the tasks for administrators in general and suggested that the following would seem appropriate for the Elementary Principalship. They are as follows:

Critical Task Area: Instruction and Curriculum Development

1. Providing for the formulation of curriculum objectives.

2. Providing for the determination of curriculum content and organization.

3. Relating the desired curriculum to available time, physical facilities, and personnel.

4. Providing materials, resources, and equipment for the instructional program.

5. Providing for the supervision of instruction.


Critical Task Area: Pupil Personnel

1. Initiating and maintaining a system of child accounting and attendance.

2. Instituting measures for the orientation of pupils.

3. Providing counseling services.

4. Providing for individual inventory service.

5. Arranging systematic procedures for the continual assessment interpretation of pupil growth.


Critical Task Area: Staff Personnel

1. Providing for the recruitment of staff personnel.

2. Selecting and assigning staff personnel.

3. Developing a system of staff personnel records.

4. Stimulating and providing opportunities for professional growth to staff personnel.

Critical Task Area: Community School Leadership

1. Determining the educational services the school renders and how such services are conditioned by community forces.

2. Helping to develop and implement plans for the improvement of community life.

Critical Task Areas: School Plant and School Transportation

1. Developing an efficient program of operation and maintenance of the physical plant.

2. Providing for the safety of pupils, personnel and equipment.

Critical Task Area: Organizational and Structure

1. Developing a staff organization as means of implementing the educational objectives of the school program.

2. Organizing lay and professional groups for participation in educational planning and other educational activities.

Critical Task Area: School Finance and Business Management

1. Preparing the school budget.

2. Accounting for school monies.

There has been and continues to be a great debate about the role of the principal. Some refer to the position as one that primarily provides instructional leadership; others discuss it as being managerial in nature while still others refer to it as an agent of change. Perhaps the reason for the diversity of opinion is that different principals perform different roles depending on their individuality and the nature of their school setting.
CHAPTER III

METHODOLOGY AND DESCRIPTION OF ACTIVITIES

The writer was concerned with finding answers for the following questions:

1. What is the "standard" on time on tasks prepared by experts?
2. How does my time allocation on tasks compare with "standard"?
3. How does my time allocation fit Mintzberg's paradigm?
4. How do principals perceive these tasks as to urgency and importance?

Research into the literature was made of concepts of the principalship held by some of the leading writers in the field of administration and supervision to determine the standard on time as proposed by experts. Table 1 shows one study's estimate as to how time should be spent on various categories of duties.¹

The writer kept a daily log of some working day's activities from December through February. A time schedule was set up so that tasks performed within a 15 minutes time frame at the beginning of each working hour were logged. (Appendix A)

The activities were matched to the categories of McAbee's Study so that a comparison could be made with peers (principals) and

TABLE 1

MCABEE'S OPINION AS TO HOW TIME SHOULD BE SPENT ON VARIOUS CATEGORIES OF DUTIES

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<td>Activity Program</td>
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<td>Teaching</td>
<td>3.1</td>
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<tr>
<td>Supervision of Teachers and Improvement of Instruction</td>
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<td>Pupil Personnel</td>
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<td>Public Relations</td>
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<td>Superintendent's Conferences</td>
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<td>Cafeteria</td>
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<td>Transportation</td>
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</tbody>
</table>

authorities in the Oregon Study. A list of the activities can be found in Appendix E.

"Office routine" matters involved such activities as composition of letters, monthly reports, telephone calls, distribution of mail, review of lesson plans, approval of payroll sheets, and completion of job cards.
Similarly, the writer canvassed his mail, wrote letters, prepared requisitions and worked on all of the other paperwork.

All student assemblies, programs, extracurricular activities, and interest workshops were categorized under the "activity program."

Under the "teaching" category, the writer taught classes for teachers who were absent or tardy.

The writer placed the duties associated with organizing instructional programs, evaluating teachers, meeting with resource teachers, overseeing testing programs, observing classroom performances, approving class schedules, providing inservice programs, upgrading the curriculum, and meeting with the leadership and grade level chairpersons under the category of "supervision of teachers" and "improvement of instruction."

"Pupil personnel" matters included such activities as disciplining students, monitoring pupil attendance, signing student withdrawals, holding assemblies with students, negotiating disputes between teachers and parents, observing students' performances and overseeing transportation for students.

The Georgia Association of Educators (GAE), Atlanta Association of Educators (AAE), Georgia Association of Elementary School Principals (GAESP) and others which aided the writer as an administrator were considered as "professional meetings."

Activities relating to community meetings, parent conferences, communications about the school program through the media, memorandums and newsletters were included under the "public relations" category.

Those tasks affiliated with "administration of the plant" entailed the following duties: checking the building on a regular basis, meeting
frequently with the custodial staff, the supervisor and officials from environmental services department and service center.

"Superintendent's conferences" included the writer's time consumed in meetings with superintendent, principals' meetings and Principals' Institute. Conferences were also held with the associate superintendent and the area superintendent and his assistant.

Duties that the writer devoted his time on in relationship to "business management" activities included approving school invoices and reports for payments to vendors on equipment and other material purchased for his program, reviewing miscellaneous reports and general budget printouts, contacting outside sources for instructional materials, and planning school closing activities.

"School Board" activities included the writer attending the Atlanta Board of Education meetings, forms reports, printouts, etc.

Under "transportation," the writer performed the following duties: signed transportation forms, monitored students loading the bus and arranged and approved field trips for students.

Finally, "cafeteria" duties were as follows: supervising the cafeteria during lunch period and conferring with manager in relation to cafeteria deposits, purchases, personnel, collection procedures and food preparation.

The writer was equally concerned with identifying activities as they related to Mintzberg's paradigm. Therefore, at the end of each week the writer compiled all activities into roles and subroles as specified by Mintzberg to determine how his time on task fit the paradigm.

1. Interpersonal (figurehead, leader, liaison)
2. Informational (monitor, disseminator, spokesperson)

3. Decisional (resource allocator, entrepreneur, disturbance handler, negotiator)

The amount of time and activities were compiled and recorded on a monthly matrix. Time on both matrices was expressed in terms of minutes.

The writer also placed all activities on which he spent his time on into the thirteen categories of duties listed in the Oregon Study for a rating by a selected panel of peers. A questionnaire which elicited responses as to how principals thought their time should be spent and the urgency and importance of activities was submitted to the panel. The following priority listing was used:

1 = Important and urgent
2 = Important, not urgent
3 = Urgent, not important
4 = Not urgent, not important

After receiving the data from the principals, a hand count was made to determine which priority each principal assigned each activity. After compiling the data, the writer was able to distinguish which activities were urgent and important as compared to those considered not urgent and not important.

Tables and charts were drawn up to provide visual display of the results of the compilations.

No attempt was made to set or test hypothesis; the data were manipulated solely to provide clarification and guidance for future activities of the researcher.
CHAPTER IV

ANALYSIS

The primary purpose of this chapter is to present and interpret the data found in this investigation. A comparison in how the writer spends his time and the types of activities in which he involves himself was made with an authoritative standard (McAbee's Oregon Study) and the opinions of his peers. A determination was also made as to how the duties fit roles and subroles found in Mintzberg's paradigm. Additionally, peers were given an opportunity to rate the urgency and importance of the time/task activities.

Comparison of Writer's Time with Standard

Table 2 shows fluctuations of time spent performing in various categories of duties each month of this project.

During the month of December, the writer utilized the largest percentage of his time executing duties related to office routine matters (12.7 percent), supervision of teachers and improvement of instruction (13.4 percent) and pupil personnel affairs (17.4 percent). These consumed a total of 975 minutes (43.5 percent).

The next most time consuming duties were administration of the plant (10.1 percent), superintendent conferences (8.7 percent), business management matters (8.1 percent), the activity program (8.1 percent) and
<table>
<thead>
<tr>
<th>Categories of Duties</th>
<th>Time Spent in Minutes</th>
<th>Percentages</th>
<th>Time Actually Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>January</td>
<td>February</td>
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<tr>
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<td>555</td>
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<td>345</td>
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<td>45</td>
<td>60</td>
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<tr>
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<td>645</td>
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<td>30</td>
<td>45</td>
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<td>75</td>
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<td>195</td>
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<td>Administration of the Plant</td>
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<td>315</td>
<td>435</td>
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<td>Superintendent's Conferences</td>
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<td>360</td>
<td>60</td>
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<td>School Board</td>
<td>135</td>
<td>105</td>
<td>45</td>
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<tr>
<td>Business Management</td>
<td>180</td>
<td>330</td>
<td>360</td>
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<td>Cafeteria</td>
<td>165</td>
<td>210</td>
<td>345</td>
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<td>Transportation</td>
<td>75</td>
<td>60</td>
<td>90</td>
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<tr>
<td>Totals</td>
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<td>3495</td>
<td>3420</td>
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</table>
cafeteria duties (7.3 percent). There were roughly (42.3 percent) of the total activity for December.

The table shows that the aforementioned duties consumed 83.8 percent of the time, with 16.2 percent devoted on other duties listed. The time spent on task in December required 2,235 minutes (24.4 percent) of the time utilized in this investigation. December, however, was a short work month due to the holiday season.

Again more time was consumed in January on office routine matters (15.9 percent), pupil personnel activities (13.7 percent) and supervision of teachers and improvement of instruction (12.0 percent). However, office routine matters dominated the time on task as compared to pupil personnel affairs which dominated the time in December. Time on task in January consumed 3,495 minutes which was (38.2 percent) of the time spent for this study.

An analysis of the time spent on tasks in February revealed that supervision of teachers and improvement of instruction consumed 18.8 percent of the time, followed by office routine activities (15.9 percent), and pupil personnel affairs (13.7 percent). These totaled 48.4 percent. February consumed 3,420 minutes (37.4 percent) of the time utilized in the study.

Table 3 shows the overall proportionate time that the writer gave on the thirteen (13) categories of duties as compared to the opinions of a selected group of principals and the standard identified by McAbee.

As shown in table 3 by comparison with the standard, principals thought that more time should be devoted to office routine duties (12.9 percent), the activity program (10.2 percent), pupil Personnel (16.9
### TABLE 3
COMPARISONS OF THE WRITERS' TIME ON TASK WITH OPINIONS
OF AUTHORITIES AND PEERS

<table>
<thead>
<tr>
<th>Categories of Duties</th>
<th>Authorities' Opinion</th>
<th>Principals' Opinion</th>
<th>Time Writer Actually Spent</th>
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</thead>
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<td>14.1</td>
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<td>Activity Program</td>
<td>8.7</td>
<td>10.2</td>
<td>8.7</td>
</tr>
<tr>
<td>Teaching</td>
<td>3.1</td>
<td>2.5</td>
<td>.7</td>
</tr>
<tr>
<td>Supervision of Teachers and Improvement of Instruction</td>
<td>31.0</td>
<td>20.0</td>
<td>14.9</td>
</tr>
<tr>
<td>Pupil Personnel (Discipline, Attendance, etc.)</td>
<td>11.1</td>
<td>16.9</td>
<td>14.3</td>
</tr>
<tr>
<td>Professional Meetings</td>
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<td>4.7</td>
<td>.7</td>
</tr>
<tr>
<td>Public Relations</td>
<td>9.7</td>
<td>8.7</td>
<td>6.0</td>
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<td>4.2</td>
<td>6.7</td>
<td>10.6</td>
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<tr>
<td>Superintendent's Conferences</td>
<td>4.1</td>
<td>3.4</td>
<td>6.9</td>
</tr>
<tr>
<td>School Board</td>
<td>5.7</td>
<td>2.2</td>
<td>3.1</td>
</tr>
<tr>
<td>Business Management</td>
<td>2.1</td>
<td>5.7</td>
<td>9.5</td>
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<tr>
<td>Cafeteria</td>
<td>2.3</td>
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<td>7.9</td>
</tr>
<tr>
<td>Transportation</td>
<td>2.8</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
percent), administration of the plant (6.7 percent), business management and duties related to the cafeteria (3.4 percent).

Principals believed that less time should be spent on teaching (2.5 percent), supervision of teachers and improvement of instruction (20.0 percent), professional meetings (4.7 percent), public relations (7.7 percent), superintendent's conferences (3.4 percent), school board matters (2.5 percent) and transportation (2.7 percent).

Column 4 reveals that the writer devoted significantly more time on office routine activities (14.1 percent), administration of the plant (10.6 percent), superintendent's conferences (6.9 percent), business management (9.5 percent) and duties related to the cafeteria than both authorities and peers indicated.

The researcher spent less time in teaching (.7 percent), professional meetings (.7 percent), public relations (6.0 percent) and transportation (2.6 percent) when compared with both principals and the standard. Note, too, that there is much less time in overall supervision of teachers and improvement of instruction (14.9 percent) as compared to recommendations of authorities (31 percent) and principals (20 percent).

The writer consumed the same proportion of time in the activity program (8.7 percent) as recommended by authorities and 1.5 percent less than principals thought should be spent (10.2 percent). He spent less time on school board matters than authorities recommend, but more than his peers estimate should be spent. Superintendent's conferences received more attention in actual practice than principals or authorities thought they should.
When the four most time consuming activities were compared, the study reveals that the writer has dedicated 53.9 percent of his time on these duties as compared to authorities' 56 percent and principals 56.5 percent. Figure 1 shows the relationship of the most time consuming categories.

Similarly, when the four (4) least time-consuming duties were analyzed with authorities and principals, the study indicated that the writer would spend 7.1 percent of his time on these duties, as compared to 17.2 percent for the standard, and 12.7 percent for peers.

Matching of Roles and Subroles with Standard

In matching the roles and subroles found in the paradigm, with the standard, the roles and subroles were critically analyzed. Table 4 and 5 convey fluctuations in time spent performing various roles in the paradigm during each month of the research.

During the month of December, 1,200 minutes (53.7 percent) were given to the interpersonal cluster, while informational matters took 630 minutes (28.2 percent), and decisional matters consumed 405 minutes (18.1 percent). The aforementioned reveals that the writer spent the largest percent of his time executing the interpersonal role.

January, which was a longer work month, shows that interpersonal affairs required 1,860 minutes (53.2 percent) while informational matters consumed 1,170 minutes (33.4 percent), and decisional functions required 465 minutes (13.4 percent). Here again most time was utilized performing the informational role.

During February, the researcher used 1,695 minutes (49.6 percent)
Figure 1

Legend:

- Office Routine
- Pupil Personnel
- Supervision of Teachers and Improvement of Instruction
- Administration of the Plant
- Business Management
### Table 4

**The Amount of Time and Percentages Spent on the Roles and Subroles**

*Time Expressed in Minutes*

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<tr>
<th></th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>Total</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>Total</th>
</tr>
</thead>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader</td>
<td>480</td>
<td>750</td>
<td>870</td>
<td>2100</td>
<td>21.5</td>
<td>21.5</td>
<td>25.4</td>
<td>23.0</td>
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<tr>
<td>Figurehead</td>
<td>525</td>
<td>990</td>
<td>765</td>
<td>2280</td>
<td>23.5</td>
<td>28.3</td>
<td>22.4</td>
<td>24.9</td>
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<td>Liaison</td>
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<td>60</td>
<td>375</td>
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<td>3.4</td>
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<td>1200</td>
<td>1860</td>
<td>1695</td>
<td>4755</td>
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<td>53.2</td>
<td>49.6</td>
<td>52.0</td>
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</tr>
<tr>
<td>Monitor</td>
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<td>975</td>
<td>780</td>
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<td>90</td>
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<tr>
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<td>90</td>
<td>45</td>
<td>195</td>
<td>2.7</td>
<td>2.6</td>
<td>1.3</td>
<td>2.1</td>
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<td><strong>Total</strong></td>
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<td>915</td>
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<td>Entrepreneur</td>
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<td>135</td>
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<td>480</td>
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<td>300</td>
<td>705</td>
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<td>4.3</td>
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<tr>
<td>Negotiator</td>
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<td>.9</td>
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<td>January</td>
<td>%</td>
<td>February</td>
<td>%</td>
<td>Total Hours</td>
<td>Total %</td>
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<td>5.00</td>
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<td>.9</td>
<td>.75</td>
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<td>1.50</td>
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<td>100.0</td>
<td>57.00</td>
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</tr>
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</table>
on interpersonal matters, 915 minutes (33.4 percent) on informational matters, and 810 minutes (23.7 percent) for decisional responsibilities. Emphasis this month remained with the interpersonal roles. Figure 2 shows a relationship of the roles.

Analysis of tables 4 and 5 shows the writer giving a large proportion of his time to specific subroles. During December, the following was noted: leadership took 480 minutes (21.5 percent), figurehead consumed 1,860 minutes, leader consumed 525 minutes and monitoring required 480 minutes (22 percent).

January shows figurehead activities taking 980 minutes (28.3 percent), monitoring consuming 975 minutes (27.8 percent), and leadership requiring 750 minutes.

February shows a shift in subrole emphasis. The writer devoted 875 minutes (25.4 percent) to leadership activities, 765 minutes (22.4 percent) to figurehead activities, and 780 minutes (22.8 percent) as a leader. Figures 3, 4 and 5 show a relationship of the subroles.

The figurehead subrole was the most time-consuming performed during the months of December and January, due to the following: his attendance at principal meetings, Principal Institutes, various Christmas programs, principal cluster meetings, Atlanta Board of Education Meetings, Parent Advisory Council Meetings (PAC), and other meetings ceremonial in nature.

Additionally, figurehead activities included such activities as workshops, a large volume of student withdrawals, reports of different nature, transportation forms, requisitions, etc.
TIME RELATIONSHIPS OF THE THREE ROLES

Figure 2

Legend:

Interpersonal

Informational

Decisional
TIME RELATIONSHIPS OF THE INTERPERSONAL SUBROLES

Legend:
Leader
Liaison
Figurehead

Figure 3
TIME RELATIONSHIP OF THE INFORMATIONAL SUBROLES

Figure 4
Legend:
Disseminator
Monitor
Spokesperson
TIME RELATIONSHIPS OF THE DECISIONAL SUBROLES

Figure 5
Legend:
Resource Allocator
Disturbance Handler
Negotiator
Entrepreneur
The subrole, leader, dominated the activity in February, and was the second most time consuming activity during the study. A significant number of teachers and paraprofessionals were evaluated; conferences were held with staff members in relationship to evaluations, and evaluation summary sheets were written so that they could be submitted to the central office.

Further, many faculty meetings were conducted to acquaint teachers with the effective school plan for the school year FY "85" and to discuss other pertinent matters.

Monitoring was the second largest time consumer. Through observations the writer thought that he could stem the tide of the high frequency of disturbances. Therefore, it became necessary to observe pupils' behavior in lunchroom procedure, class transition, students assemblies, classroom organization and management, as well as in methods of instruction.

Additional activities in this area included were fire and disaster drills, advisement periods, computer laboratory operations and the transportation program.

The subrole of disturbance handling required a great deal of the writer's time. A considerable amount of time was consumed as a result of many hyperactive children, anticipation of the holiday season and the housing of Learning Disorder (LD) and Behavior Disorder Programs.

Minimal time was spent on the subroles liaison, disseminator, spokesperson and entrepreneur.
Time Relationship of Subroles to Categories of Duties

Table 6 will show the relationship of the subroles to the categories of duties. The researcher found variations in minutes given to each subrole for the category of duties listed. Nine thousand one hundred-fifty (9,150) minutes included in this study were distributed throughout the paradigm. Table 6 will show the total minutes given to each subrole.

The most time consuming category was the supervision of teachers and improvement of instruction, 1,365 minutes. When applied to the paradigm, 945 minutes were given to leadership, 210 minutes were spent as a monitor and the remainder was distributed throughout the clusters.

Pupil personnel was the second most time consuming category with most of the time spent on monitorial activities (495 minutes), disturbance handling (405 minutes), and figurehead responsibilities (240 minutes).

The researcher found that office routine was given 1,290 minutes for this investigation with the majority of the time spent on the subroles, figurehead (330 minutes), leadership (435 minutes) and resource allocation (195 minutes).

A large proportion of the writer's time was also given to administration of the plant, with 720 minutes consumed by the subrole monitor. Significant time was also spent on duties associated with the activity program and the cafeteria, with figurehead activities emerging as the most time consuming subrole.

All of the other categories required less time, with superintendent's conferences consuming 615 minutes, public relations taking 585
### TABLE 6

**RELATIONSHIP OF SUBROLES TO CATEGORIES OF DUTIES**

**TIME EXPRESSED IN MINUTES**

<table>
<thead>
<tr>
<th>Categories of Duties</th>
<th>Interpersonal</th>
<th>Informational</th>
<th>Decisional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Figurehead</td>
<td>Leader</td>
<td>Liaison</td>
</tr>
<tr>
<td>Office Routine</td>
<td>1290</td>
<td>330</td>
<td>435</td>
</tr>
<tr>
<td>Activity Program</td>
<td>795</td>
<td>435</td>
<td>105</td>
</tr>
<tr>
<td>Teaching</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Supervision of Teachers and Improvement of Instruction</td>
<td>1365</td>
<td>75</td>
<td>946</td>
</tr>
<tr>
<td>Pupil Personnel (Discipline, Attendance, etc.)</td>
<td>1325</td>
<td>240</td>
<td>75</td>
</tr>
<tr>
<td>Professional Meetings</td>
<td>45</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td>585</td>
<td>465</td>
<td>45</td>
</tr>
<tr>
<td>Administration of the Plant</td>
<td>975</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Superintendent's Conferences</td>
<td>615</td>
<td>165</td>
<td>390</td>
</tr>
<tr>
<td>School Board</td>
<td>285</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>Business Management</td>
<td>810</td>
<td>90</td>
<td>210</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>720</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>225</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>9150</strong></td>
<td><strong>2100</strong></td>
<td><strong>2280</strong></td>
</tr>
</tbody>
</table>
minutes, transportation 225 minutes, school board activity requiring 285 minutes, professional meetings 45 minutes, and teaching using 60 minutes. The table will show how these activities were distributed to the subroles in the paradigm.

In further determination of how the categories of duties as found in the Oregon Study matched roles and subroles as specified by paradigm, the writer distributed the tasks among the clusters.

**Distribution of Tasks Matched with Clusters**

Table 7 shows variations in the distribution of tasks matched with the different clusters. It was found that out of 141 tasks listed, seventy-two (72) fit the interpersonal clusters; thirty-five (35) matched the informational cluster, and thirty-four (34) were found to be decisional functions.

Further analysis of the table reveals that out of eleven (11) tasks listed under office routines, two (2) were figurehead functions, two (2) were described as leadership activities, and the remainder were distributed equally to all of the other subroles, except that of disturbance handler.

In the teaching category, one (1) task was a figurehead matter which the writer viewed as necessity. Similarly, professional meetings listed one (1) task which also fit the subrole, figurehead.

In matching his time on tasks in supervision of teachers and improvement of instruction with the roles and subroles in the paradigm, four (4) tasks were listed as figurehead functions; twenty-one (21) tasks were placed in the leadership subrole, and five (5) tasks were listed as resource allocators. All the subroles, with the exception of
## TABLE 7

**RELATIONSHIP OF SUBROLES TO CATEGORIES OF DUTIES**

<table>
<thead>
<tr>
<th>Categories of Duties</th>
<th>Number of Activities Listed</th>
<th>Interpersonal</th>
<th>Informational</th>
<th>Decisional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Figurehead</td>
<td>Leader</td>
<td>Liaison</td>
</tr>
<tr>
<td>Office Routine</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Activity Program</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision of Teachers and Improvement of Instruction</td>
<td>42</td>
<td>4</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Pupil Personnel</td>
<td>18</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Professional Meetings</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Administration of the Plant</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Superintendent's Conference</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>School Board</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business Management</td>
<td>19</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>141</strong></td>
<td><strong>31</strong></td>
<td><strong>32</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>
negotiator, were represented with forty-two tasks.

The distribution of tasks in relationship to pupil personnel duties found some activity in each cluster with the leading subroles, figurehead, leader and monitor.

Duties listed under the categories public relations and administration of the plant, each had ten (10) tasks listed with the figurehead activities dominating the former, and monitor's responsibilities dominating the latter. Minimal activity was also found in each cluster in relation to the other subroles not mentioned.

Nineteen tasks were grouped under business management. Note however, that eight (8) of the tasks were grouped as decisional functions, seven (7) were categorized as interpersonal functions, and four (4) were grouped as informational matters. The subroles, resource allocator, figurehead, disseminator and entrepreneur were the dominant subroles.

The writer placed all activities relating to the cafeteria and transportation under the subroles, figurehead and monitor.

The subroles which had most activities from the categories listed in this investigation were figurehead, leader, monitor, resource allocator and entrepreneur, with the least activities grouped by the researcher in the subroles, negotiator, disturbance handler, spokesperson, disseminator and liaison.

Urgency and Importance of Activities

Table 8 shows the urgency and importance of activities. Numerous tasks that the researcher spent his time on were not considered urgent not important when rated by his peers using the priority listing. Out
### Table 8

**SHOWING URGENCY AND IMPORTANCE OF TASKS AND PERCENTAGES IN RELATIONSHIP TO EACH CATEGORY OF DUTY**

<table>
<thead>
<tr>
<th>Categories of Duties</th>
<th>Number of Activities</th>
<th>Important and Urgent</th>
<th>Important, Not Urgent</th>
<th>Urgent, Not Important</th>
<th>Important and Urgent</th>
<th>Important, Not Urgent</th>
<th>Urgent, Not Important</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Routine</td>
<td>11</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11.7</td>
<td>-</td>
<td>6.7</td>
</tr>
<tr>
<td>Activity Program</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5.0</td>
<td>-</td>
<td>12.5</td>
</tr>
<tr>
<td>Teaching</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1.7</td>
</tr>
<tr>
<td>Supervision of Teachers and Improvement of Instruction</td>
<td>42</td>
<td>17</td>
<td>7</td>
<td>3</td>
<td>15</td>
<td>28.3</td>
<td>53.8</td>
<td>37.5</td>
</tr>
<tr>
<td>Pupil Personnel</td>
<td>18</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>11.7</td>
<td>15.4</td>
<td>12.5</td>
</tr>
<tr>
<td>Professional Meetings</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7.7</td>
</tr>
<tr>
<td>Public Relations</td>
<td>10</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Administration of the Plant</td>
<td>10</td>
<td>6</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>10.0</td>
<td>-</td>
<td>12.5</td>
</tr>
<tr>
<td>Superintendent's Conferences</td>
<td>6</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8.3</td>
<td>-</td>
<td>5.0</td>
</tr>
<tr>
<td>School Board</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3.3</td>
<td>15.4</td>
<td>12.5</td>
</tr>
<tr>
<td>Business Management</td>
<td>19</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>11.7</td>
<td>7.7</td>
<td>-</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>4</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transportation</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>1.7</td>
<td>-</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>141</td>
<td>60</td>
<td>13</td>
<td>8</td>
<td>60</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
of 141 activities listed, only sixty (60) of the activities were considered urgent and important (42.6 percent); thirteen (9.2 percent) were rated important, not urgent; eight (5.6 percent) were considered urgent, not important and sixty (42.6 percent) were not urgent, not important.

Further analysis reveals that only 64 percent of the office routine tasks were important and urgent, whereas only thirty-seven percent of those tasks affiliated with the activity program were considered urgent and important and 50 percent were not urgent, not important.

The writer also found, quite alarming, that a large percentage of tasks in which he spent his time under the category Supervision of Teachers and Improvement of Instruction were considered not urgent, not important (36 percent), as compared to those which were urgent and important (42.6 percent).

Sixty percent of the tasks relating to the administration of the plant were found urgent and important, and the writer found that most of the activities (80 percent) relating to the category, Superintendent's Conferences, were considered to be urgent and important as well as those tasks relating to the cafeteria (75 percent).

Many of the activities relating to the school board (37 percent), teaching (100 percent), business management (58 percent) and transportation were found not urgent, not important.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, DISCUSSIONS AND RECOMMENDATIONS

Summary

Principals frequently complain about the amount of time spent on responsibilities that are not related to supervising the instructional program and activities that are not geared toward professional growth.

The writer's purpose for conducting this study was to present a time/task analysis of the amount of time he was spending on various activities. He matched his time on task with a standard (McAbee's Oregon Study), had peers to give their opinions as on the amount of time which should be spent on various categories of duties, and compared his activities with Mintzberg's model.

In order to do all of the aforementioned, he maintained a daily time log. The first fifteen minutes in each working hour were used to record activities as they occurred. The writer's activities were matched with the following categories of duties in McAbee's (Oregon) study:

- Office Routine
- Activity Program
- Supervision of Teachers and Improvement of Instruction
- Pupil Personnel
- Professional Meetings
- Public Relations
- Administration of the Plant
The writer further matched his time on task with the roles and subroles found in the Mintzberg's paradigm. The roles and subroles were as follows:

Interpersonal -- figurehead, liaison, leader subroles

Informational -- monitor, disseminator, spokesperson subroles

Decisional -- entrepreneur, disturbance handler, resource allocator and negotiator subroles

Time spent on performing each subrole was expressed in minutes on matrices. The writer also recorded in percentages the amount of time spent on the categories of duties and roles and subroles.

The writer summarized the time spent on the various categories of duties, and matched the activities with the roles and subroles found in Mintzberg's paradigm. Peers rated the activities in terms of urgency and importance.

Findings

The following provide insight into the real use of the principal's time from December through February:

1. When compared with a standard, the writer spent either less or more time on specific categories of duties than experts recommend.

2. The writer spent less time on supervision of teachers and improvement of instruction, teaching, public relations, professional meetings and transportation than both principals and authorities thought should be spent.
3. Office routine matters, administration of the plant, business management, superintendent's conferences and cafeteria received more time than both experts and principals recommended.

4. Pupil personnel activities consumed more time than experts thought should be given and significantly less than principals recommended.

5. Time spent on the subroles in the interpersonal cluster consumed the greater percentages of the writer's time. However, the monitorial subrole in the informational cluster was also quite time consuming. There were fluctuations in time spent on decisional matters; however, this role was least time consuming.

6. Minimal time was spent on the subroles liaison, disseminator, spokesperson and entrepreneur.

7. Matching activities to Mintzberg's paradigm, supervision of teachers and improvement of instruction was most time consuming and was categorized mostly as leadership and monitorial functions. All of the other subroles used minimal time.

8. Pupil personnel activity was the second most time consuming duty with the subrole, monitor requiring 495 minutes, disturbance handling consuming 405 minutes and figurehead activities requiring 195 minutes. Administration of the plant, a monitorial function, was also time consuming. Significant time was also spent on duties associated with the activity program and the cafeteria with figurehead activities emerging as most time consuming.

9. When matched with the different roles and subroles, seventy-two (72) tasks fit the interpersonal cluster; thirty-five (35) tasks matched the informational cluster, and thirty-four (34) fit the decisional role.

10. Sixty of the activities on which the writer spent his time were considered by peers as urgent and important (42.6 percent); thirteen (9.2 percent) were rated important, not urgent; eight (5.6 percent) were considered urgent, not important and sixty (42.6 percent) were not urgent, not important.
11. As a result of the importance ranking by peers, the writer found the categories of duties considered urgent and important to have the following percentages: office routine (11.7 percent), activity program (5.0 percent), supervision of teachers and improvement of instruction (28.3 percent), pupil personnel (11.7 percent), public relations (3.3 percent), administration of the plant (10.0 percent), superintendent's conferences (8.3 percent), school board (3.3 percent), business management (11.7 percent), cafeteria (5.0 percent) and transportation (1.7 percent) which collectively totaled 100 percent.

12. The categories of duties with the percentages of tasks considered not urgent, not important were as follows: office routines (6.7 percent), activity program (6.7 percent), teaching (1.7 percent), supervision of teachers and improvement of instruction (25.0 percent), pupil personnel (13.3 percent), public relations (13.3 percent), administration of the plant (5.0 percent), business management (16.6 percent), cafeteria (1.7 percent) and transportation (3.3 percent) which totaled 100 percent.

Conclusions

Comparing the three (3) bases used for this research effort, the Oregon Study by McAbee, the importance ranking by peers and the role analysis by Mintzberg with the activity of time spent, the following conclusion was drawn:

1. Evidence indicates that the writer had not organized his time to fit the parameters of various authorities and peers.

   a. Those activities considered to be not urgent, not important received the same percentage of time as those which were urgent and important. Almost as much time was given to office routine matters, pupil personnel activities and administration of the plant as on supervising teachers and improving the curriculum.
b. Matched with Mintzberg's paradigm, a sizable portion of his time was spent on monitorial and figurehead functions, while relatively little was given to leadership and decisional functions which had a direct relationship to supervising teachers and improving the curriculum.

Implications

The specific implications derived from the findings of this investigation are as follows:

1. The principal must learn how to control the administrative day so he may spend more time on those tasks of high priority.

2. It is clear that when the principal's activities are placed in the framework of Mintzberg's structure, a new dimension of understanding and appreciation for his role in school settings emerges which shows that the power of his position lies not so much in monumental decisions, but in the control of information and constant evaluation.

Personal Implications

The study will enable the writer to set into motion a plan to deal more effectively with the administrative functions of his office. The following will be put into practice:

1. He should learn how to control the administrative day so he may spend time on those tasks of high priority.

2. He should continuously study his entire situation, performance of duties, demands of higher authority and the board of education, and establish a criterion for the use of his time. Therefore, the following will be implemented:

   a. He should make a daily schedule.

   b. Ample time will be budgeted for each category of duty.
c. He should seek authorities' opinion on a more frequent basis.

3. He should vary his schedule so he may learn that certain tasks best demand his concentration and interest.

4. He should ask teachers to make more frequent contacts with parents regarding students' behavior and hold them accountable for solving minor discipline problems.

5. He should spend little time on management activities and more time on the instructional program.

6. He should delegate more responsibilities and use the assistance of others in order to minimize time devoted to those activities considered to be not urgent, not important.

Changes Planned by the Writer

The following will be in effect during the 1984-85 school year as a result of this investigation. They are as follows:

1. The leadership chairperson will be in charge of educational curriculum development meetings. She and other representatives who have been selected from the various grade levels will coordinate the instructional phase of the program.

2. A pupil personnel committee will be in charge of pupil personnel activities.

3. One teacher from each grade level along with parent volunteers will supervise the cafeteria during the lunch hour.

4. A parent contact teacher will aid the principal with public relations responsibilities.

5. The head custodian will be given additional responsibilities in administering the school plant.
   a. He will assume responsibility for the work of the custodial staff.
   b. He will check the building upon arrival, canvass the play and school ground and communicate frequently with the custodial supervisor.
6. A calendar committee will establish the calendar of events for the year and take charge of activity program.

7. The secretary will be given greater responsibilities with office routine matters. She will be instructed to do the following:

   a. Screen all telephone calls and give those that are important and urgent to the principal.

   b. Distribute mail through office aides.

   c. Canvass the mail and decide which is of importance for the principal.

   d. Complete job cards.

   e. Keep records of warehouse orders, requisitions and approve them.

   f. Draft memorandums to parents after she is told what to do.

8. The Chapter I contact teacher will be given the responsibility of coordinating the Chapter I program. She will also be responsible for the remediation program (students not being served by Chapter I).

9. Guidelines will be issued to students on discipline procedures; however, they will be reminded through assemblies and classroom activities about the school's discipline policy.

10. School representatives will attend those meetings not related to the instructional program and handle matters related to charitable organizations.

Discussion

Since the writer is relatively new as an elementary school principal, this study was conducted at an appropriate time so that he can improve his managerial and administrative skills.

This time study has indicated that too much time is spent on duties not directly related to the primary function of the principal's
job. Therefore, this study has taught the writer how to conserve and use his time wisely on the job. As a result of the importance ranking by peers, the writer's time on task will fit more appropriately the opinion of authorities in the Oregon Study. (Appendix E)

Mintzberg states that a manager's job operates under myths that do not bear up under careful scrutiny of facts. The writer concludes the same about his job. One such folklore is that managers are reflective systematic planners. As a matter of fact, studies support personal experiences to show that managers are stern hard workers involved with a variety of activities that have no cohesion. Action activities, not reflective activities, are what managers are oriented to do.

The principal's effectiveness will be measured more on his ability to work with people, rather than on the number of duties he performs. His role is that of a school manager working with his faculty of teams of teachers primarily on instructional matters. His managerial role can convey to the faculty, the message that the principal should not be expected to handle all the petty problems of the school; they are also responsible. Teachers should be able to deal more readily and effectively with many items that are usually passed on to the principal. If this readjustment occurs, it will help in redefining the principal's role. Furthermore, the principal should focus less attention on trivial matters which exclude him from his leader responsibilities.

Therefore, the principal should study critically his situation, performance of duties, and demands of authority and earnestly strive to arrange his work so he can devote the major portion of his time to the instructional program (supervision of teachers and improvement of
A principal must realize that there is only so much time in a day and that it is humanly impossible to survive without the help of others. Many of the duties that the writer was performing are now the responsibilities of others. Delegating is not a weakness; it is a sign of strength. When individuals are given additional responsibilities they demonstrate a profound interest in what they are entrusted to do. They will also feel a sense of belonging and therefore will make the program more effective.

During the time of the study the writer underwent some profound changes in his administrative style. By forcing himself to keep logs of his activities the discrepancies and time wasters quickly emerged. By the time the data gathering period ended in February, the evidence had already induced a measure of change simply by the exposure of the various activities to his attention.

For this reason he found the research experience exhilarating and very useful to his approach to administration of a school.

Under no circumstances is the writer concluding that this study is complete. He can conclude, however, that it has enabled him to budget his time more wisely and give attention to those tasks which are urgent and important.

**General Recommendations**

The study suggests:

1. That the data found in this investigation be used or the experience be repeated by both practicing and prospective administrators to make them cognizant of the urgency and importance of activities and the utilization of time.
2. Institutions of higher learning, professional organizations, and inservice workshops should address the problem of good time management practice. Additionally, time management training in administration should become compulsory at the graduate level before completion of certification and advanced degree requirements.
## APPENDIX A

### DAILY ACTIVITY LOG

<table>
<thead>
<tr>
<th>Categories of Duties</th>
<th>Day</th>
<th>Date</th>
<th>Time of Performance</th>
<th>Activity</th>
<th>Time Spent on Activity</th>
<th>Role</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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## APPENDIX B

### MONTHLY SUMMARY OF ACTIVITIES

**CATEGORIES OF DUTIES**

**ROLES AND SUBROLES**

<table>
<thead>
<tr>
<th>Month</th>
<th>Categories of Duties</th>
<th>Role-Subrole</th>
<th>Month</th>
<th>Categories of Duties</th>
<th>Role-Subrole</th>
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</table>
## APPENDIX C

### MONTHLY TIME TALLY MATRIX (SHEET)

<table>
<thead>
<tr>
<th>Time</th>
<th>Interpersonal Roles - A</th>
<th>Informational Roles - B</th>
<th>Decisional Roles - C</th>
<th>Time Spent on Activities</th>
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</thead>
<tbody>
<tr>
<td>Leader</td>
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<tr>
<td>Liaison</td>
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<tr>
<td>Figurehead</td>
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<tr>
<td>Monitor</td>
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<tr>
<td>Disseminator</td>
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<tr>
<td>Spokesperson</td>
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<tr>
<td>Allocator</td>
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<tr>
<td>Disturbance Handler</td>
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<tr>
<td>Negotiator</td>
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<tr>
<td>Task to be Done</td>
<td>Priority</td>
<td>Task to be Done Today</td>
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</table>
APPENDIX E

QUESTIONNAIRE

Listed below are some of the activities that the writer has engaged in as a principal. Critically analyze each item and rate each in terms of urgency and importance. Please rate each activity even if you are not sure about it. Your response will be voluntary and will not be identified with you in any way.

PRIORITY: 1 = Important and urgent
          2 = Important, not urgent
          3 = Urgent, not important
          4 = Not urgent, not important

Office Routine

1. Draft letters and memorandums to parents in relationship to school program.
2. Draw up monthly principal's newsletter to parents.
3. Approve all requisitions and warehouse orders.
4. Sign all forms for special programs, etc.
5. Greet teachers upon arrival.
6. Make telephone calls to school officials, parents, etc. in relationship to school program.
7. Prepare student handbook, guidelines and printouts.
8. Complete fire drill forms.
9. Sign all pre-school forms relating to Title XX Program.
10. Complete parent conference record forms.
11. Maintain records of students who have withdrawn from lunch program.

Activity Program

12. Draw up agendas for planning days.
14. Prepare yearly calendar of events.
15. Attend teacher of the year luncheon.
16. Approve students' interest workshop schedule, and aid with assemblies and extracurricular activities.
17. Attend United Way meeting.
18. Attend United Negro College Fund meeting.
19. Complete Teacher of the Year form.

Teaching

20. Take charge and assume responsibility for classroom due to an emergency situation.
21. Organize new Chapter I Program (Formerly Title I) for 1st, 2nd, 3rd and 4th grade students - submit to area office.
22. Organize and establish remediation plan for 5th grade students - submit to area office.
23. Assume responsibility for instructional program.
24. Continuously evaluate and upgrade instructional program (along with leadership team).
25. Evaluate teachers during 1st and 2nd semesters.
26. Approve class schedules for teachers.
27. Hold conferences with teachers relating to evaluation, instructional program, etc.
28. Conduct faculty meetings.
29. Observe classrooms and teachers on a continuous basis.
30. Continuously evaluate and upgrade the curriculum.

31. Meet with leadership team (twice monthly or more).

32. Meet periodically with grade level chairpersons.

33. Arrange and provide time for inservice programs for teachers.

34. Meet and discuss problems relating to instructional program with resource teachers.

35. Attend workshop on exceptional children.

36. Review minimum skills report.

37. Review pacing reports.

38. Evaluate paraprofessionals during 1st and 2nd semesters.

39. Write up evaluation summary sheets and submit forms to area office.

40. Approve library schedule for students.

41. Prepare and update local school teacher's handbook.

42. Conduct meeting with preschool teachers.

43. Draw up agendas for planning days and pre-planning week.

44. Continuously update and upgrade teachers' confidential folders.

45. Arrange and approve physical education schedule for students.

46. Oversee and be responsible for testing program (CAT-GCRT).
47. Write up quarterly reviews of school plan and objectives and submit to area office.

48. Work with pre-school program.

49. Draw-up local plan for evaluating teachers and submit to area office.

50. Organize and establish computer laboratory and approve schedule for students.

51. Confer with area and school system's physical education coordinator about playground equipment.

52. Design organizational chart for school.

53. Keep a portfolio related to the instructional program for school.

54. Sit in on staffing of students and approve IEP's.

55. Visit advisement periods and advise students along with teachers (Held each Friday morning to give guidance and counseling to students).

56. Establish and meet with pacing committee.

57. Meet with state pre-school coordinator.

58. Meet with local pre-school coordinator.

59. Meet with pre-school data collector.

60. Call and assign supply teachers.

61. Set-up learning disorder program (new to school).

62. Distribute pertinent mail and other materials related to the instructional program.

Pupil Personnel

63. Meet with school psychologist.
64. Sign student withdrawals.
65. Discipline students.
66. Periodically monitor student's work in the classroom.
67. Hold bi-monthly assemblies with students (Advisement).
68. Check on students who are chronically absent and hold conferences with social worker.
69. Negotiate disputes between parents and teachers in relationship to student's discipline, grades, etc.
70. Keep accurate records of parent involvement meetings relating to discipline and other school related problems.
71. Arrange and approve field trips for students.
72. Observe fire and disaster drills.
73. Supervise cafeteria.
74. Monitor students passing to class.
75. Take sick children home.
76. Assist with assemblies, seating arrangement, etc.
77. Await arrival of special students.
78. Observe students loading bus.
79. Pick-up and take students to and from school.
80. Arrange for students' hearing and vision test.

Professional Meetings
81. Attend Georgia Association of Secondary School Principals meeting.
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<tr>
<td>82.</td>
<td>Arrange workshops for parents.</td>
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<td>83.</td>
<td>Attend Parent Advisory Council meetings (PAC).</td>
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<td>84.</td>
<td>Attend District Advisory Council meetings (DAC).</td>
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<td>85.</td>
<td>Complete opinionnaire related to student involvement.</td>
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<td>86.</td>
<td>Complete opinion forms about parent involvement for Georgia State.</td>
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<td>87.</td>
<td>Hold interview with WPLO about school program.</td>
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<td>88.</td>
<td>Confer with City Councilman about school program.</td>
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<td>89.</td>
<td>Confer with Pittsburgh Civic League in relationship to school program.</td>
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<td>90.</td>
<td>Confer with Georgia Action Committee.</td>
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<td>91.</td>
<td>Host principals meeting.</td>
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<td>92.</td>
<td>Check building, cafeteria and auditorium upon arrival.</td>
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<td>93.</td>
<td>Confer with environmental services officials.</td>
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<td>94.</td>
<td>Meet with custodial staff.</td>
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<td>95.</td>
<td>Meet and confer with custodial supervisor.</td>
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<td>96.</td>
<td>Confer with school system's chief custodian.</td>
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<td>97.</td>
<td>Confer with associate superintendent about evacuation of building during an emergency situation. Call Gas Light Company and Atlanta Fire Department.</td>
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<td>98.</td>
<td>Sign and fill out job cards for building repairs and ground improvement.</td>
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<tr>
<td>99.</td>
<td>Check parking lot, schoolground and playground.</td>
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</table>
100. Monitor work and confer with school system repairmen.

101. Telephone Environmental Service Department for additional help upon illness of custodial staff member.

**Superintendent's Conferences**

102. Attend monthly principal's meeting with area superintendent.

103. Attend accreditation and standards meeting.

104. Attend Atlanta Association of Elementary Schools Principal meetings.

105. Attend Cluster Principal's meetings.

106. Attend and participate in Principal's Institute.

107. Attend quarterly meeting with superintendent.

**School Board**

108. Complete and sign payroll information sheets.

109. Complete performance review and evaluation forms.

110. Complete quarterly plans of operations.

111. Complete principals' monthly report of staff personnel.

112. Attend board meetings.

113. Complete quarterly suspension report.

114. Complete school volunteer report.

115. Complete and fill out Academic Achievement Incentive Program Form.
Business Management

116. Approve school invoices.

117. Review school miscellaneous and general budget printouts.

118. Approve receiving reports for payments to vendors.

119. Review constantly miscellaneous account printouts.

120. Confer with school detectives.

121. Purchase machines and other instruments to aid the instructional program.

122. Plan closing out activities.

123. Review work-order confirmation reports.

124. Complete standards' report.

125. Complete and fill-in school migration information.

126. Complete special education report.

127. Make deposits for school and pre-school.

128. Collect monies for fund raising drive, pictures, etc.

129. Pay bills utilizing miscellaneous funds for purchases, etc.

130. File vandalism report.

131. Meet and confer with Purchasing Department officials.

132. Meet with salesmen on a periodic basis.

133. Meet with AFT and AAE officials.

134. Confer with officials about reroofing building.
Cafeteria

135. Complete eligibility forms for students in lunch program.
136. Meet with cafeteria manager.
137. Write-up lunch roster according to grade.
138. Supervise cafeteria (lunch for students).

Transportation

139. Sign transportation forms.
140. Await arrival of special students.
141. Monitor students loading the bus.
APPENDIX F

IMPORTANT AND URGENT ACTIVITIES

Office Routine

- Draft letters and memorandums to parents in relationship to school program.
- Draw up monthly principal's newsletter for parents.
- Approve requisitions and warehouse orders.
- Sign forms for special programs, etc.
- Prepare student handbook.
- Greet teachers upon arrival.
- Make telephone calls to school officials, parents and others in relation to school program (writer suggests specified time during the day).
- Records of students.
- Keep records of students withdrawals and remove their names immediately from lunch roster.
- Draw up agendas for planning days and preplanning week.

Activity Program

- Attend cluster principals' meeting (4 times per year).
- Prepare yearly calendar of events.
- Approve students' interest workshop schedule.
- Attend teacher of the year luncheon.

Supervision of Teachers and Improvement of Instruction

- Organize Chapter I Program (formerly Title I) for 1st, 2nd, 3rd and 4th grade students and submit plan to area office.
- Organize and establish remediation plans for 5th grade students and submit plan to area office.

- Assume responsibility for instructional program.

- Continuously evaluate and upgrade the curriculum (along with leadership teams).

- Hold conference with teachers concerning evaluation procedures and the instructional program (give direction).

- Approve class schedules for teachers.

- Devise local plan for evaluation of teachers and submit plan to area office.

- Observe classrooms (students' performance) and teachers on regular basis.

- Evaluate teachers during 1st and 2nd semesters.

- Continuously evaluate and upgrade schools' curriculum.

- Confer and meet with leadership team members.

- Confer and meet with grade level chairpersons.

- Provide inservice programs for teachers and staff members.

- Meet and discuss special problems that you may have with resource teachers.

- Attend workshops held for exceptional children.

- Review minimum skills and pacing reports.

- Write-up quarterly reviews of school plan and submit plan to area office.

**Pupil Personnel**

- Arrange bi-monthly assemblies for students (Advisement).

- Observe students' behavior on continuous basis in the classrooms, hallways, etc.
- Confer with school social worker and psychologist.
- Discipline students.
- Negotiate disputes between parents and teachers in relationship to students' grades and discipline.
- Sign students' withdrawals.
- Check students who are chronically absent and confer with social worker.

Public Relations
- Confer with civic league, parents and others.
- Community groups about school programs.
- Hold interviews with radio and television stations in relationship to school programs.

Administration of the Plant
- Check building, cafeteria and auditorium upon arrival.
- Confer with Environmental Services Department Officials.
- Confer with custodial staff members, supervisor and chief custodian.
- Complete job cards for building repairs, ground and facility improvement.

Superintendent's Conferences
- Attend monthly principals' meeting with area superintendent.
- Attend Principals' Institute.
- Attend quarterly meetings with school superintendent.
- Attend cluster meetings.
- Attend Atlanta Association of Elementary Schools Principals' meetings.
Business Managements

- Approve school invoices.
- Approve receiving reports for payment to vendors.
- Purchase machines, instruments and other materials which will aid the instructional programs.
- Pay bills using miscellaneous funds for purchases.
- Review school miscellaneous and budget printouts.
- Complete standards report.
- Review constantly work order confirmation reports.

Cafeteria

- Complete eligibility forms for students on lunch program and prepare lunch roster by grades.
- Confer with cafeteria manager in relationship to collection procedures, personnel and food program.

Transportation

- Approve transportation forms for field trips and oversee transportation program for school.
BIBLIOGRAPHY

Books


Periodicals


Journals
