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**RAINS, CLARICE ENSLEY**  
**A PROFESSIONAL PROFILE OF THE ASSOCIATE**  
**SUPERINTENDENT OF SCHOOLS IN NORTH CAROLINA**  
**IN 1976-77.**

**THE UNIVERSITY OF NORTH CAROLINA AT**  
**GREENSBORO, ED.D., 1978**

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A PROFESSIONAL PROFILE OF THE ASSOCIATE SUPERINTENDENT  
OF SCHOOLS IN NORTH CAROLINA  
IN 1976-77

by

Clarice Ensley Rains

A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
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of the Requirements for the Degree  
Doctor of Education

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Approved by

  
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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RAINS, CLARICE ENSLEY. A Professional Profile of the Associate Superintendent of Schools in North Carolina in 1976-77. (1978) Directed by: Dr. Joseph E. Bryson. Pp. 197.

The purpose of this study was to develop a professional profile of the associate superintendent of schools in North Carolina for the school year 1976-77. The characteristics examined were those that might generally be expected to affect the leadership ability of the associate superintendent. The general areas investigated were personal characteristics; salary; professional experience; future plans; membership in professional organizations; professional preparation; professional responsibilities; and problems that confront the associate superintendent.

A questionnaire was constructed and used as the primary instrument for obtaining the data. Questionnaires were sent to the fifty-four associate superintendents listed in the North Carolina Education Directory 1976-77 with one hundred percent return. Information gained from the questionnaires was tabulated to develop frequency tables and percentages for the data included in the study.

This study revealed that the professional profile of the associate superintendent of schools in North Carolina in 1976-77 was one of a white, married male who had two children, was fifty years of age, came from a rural area and from a family that had five children. He started his career in public education as a secondary teacher of social studies

or science with coaching as an extracurricular duty. After seven years of teaching experience in North Carolina, at the age of twenty-nine years, he entered the principalship. Following ten years as a principal, he served four years as an assistant superintendent prior to receiving his appointment as an associate superintendent. The primary cause of his entering the associate superintendency was the desire to progress professionally.

His annual state salary was \$19,848 plus \$3,848 local supplement, \$1,000 or a car for travel, and expenses to professional meetings. A full-time secretary was also provided. His current contract was for four years and his future plans were to remain as an associate superintendent. He liked his work and would definitely choose educational administration as a career if he had it to do over.

The North Carolina associate superintendent held memberships in professional organizations such as the National Education Association, North Carolina Association of Educators, Phi Delta Kappa, Superintendent's Division of NCAE, American Association of School Administrators, and North Carolina Association of School Administrators.

He received his undergraduate degree from a state-supported school in North Carolina and majored in social studies or science. His graduate degree was obtained from the University of North Carolina at Chapel Hill. It had been five years since he was enrolled in a graduate class.

He held an advanced certificate in educational administration.

He considered administration as the most important area of his graduate study with curriculum and finance next in importance. He evaluated his graduate work as good but expressed the need for more formal training in finance and school law.

The North Carolina associate superintendent reported curriculum development and personnel as his major job responsibilities. He made provision for the improvement of instruction through in-service planning and curriculum development. He had direct involvement with the board of education in regularly scheduled board meetings. He was concerned with the wide variety of duties he performed but felt his job responsibilities should remain the same.

Curriculum, finance, maintenance, and school planning were the major problem areas confronting the typical associate superintendent in North Carolina.

## ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to the many persons who contributed to the preparation of this study.

Special recognition is due Dr. Joseph E. Bryson, chairman of my advisory committee, for his guidance and counsel throughout the planning and development of the study.

Appreciation is also expressed to the other members of my committee, Dr. C. L. Sharma, Dr. R. H. Nelson, Dr. D. W. Russell, and Dr. E. W. Noland, who gave so willingly of their time and offered encouragement and constructive criticism.

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CHAPTER I  
INTRODUCTION

One of the major trends in educational organization is the expansion of the leadership team in the public school unit. As school systems become larger and more complex they employ not only a superintendent but also numerous subordinate administrators and specialists to whom the chief school administrator can delegate certain functions and to whom he can turn for advice. These subordinates serve as a leadership team and are given a wide variety of responsibilities and titles. There may be an associate superintendent of instruction, associate superintendent of personnel, assistant superintendent of business, assistant superintendent of pupil personnel services, administrative assistant to superintendent, finance officer, director of elementary education, director of secondary education, director of exceptional children, director of public relations, director of health services, director of music, director of media services, director of federal projects, director of transportation, director of maintenance, director of physical education, elementary supervisor, secondary supervisor, primary supervisor, reading coordinator, mathematics consultant, science consultant, or foreign language consultant. New titles appear as new needs

emerge in the educational organization.

Duties of the positions vary according to local unit needs, however, Morphet, Johns and Reller<sup>1</sup> reported that all administrative staff members, whatever the title, have certain common areas of behavior. These areas are: (1) setting goals, (2) making policy, (3) determining roles, (4) appraising effectiveness, (5) coordinating administrative function and structures, (6) working with community leaders to promote improvements in education, (7) using the educational resources of the community, (8) involving people, and (9) communicating.

The years ahead will probably continue to bring an increase in consolidation of school districts and an increase in relations with the state and federal governments. This increase in size coupled with expanding relations with state and federal governments will command an overall increase in the total number of administrators and more differentiation within the administrative staff. It is already evident that the number of specialists added to central office staffs has increased since World War II.

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1

Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), p. 141.

In a study in New York State Griffiths, Clark, Wynn and Iannaccone<sup>2</sup> found there was a 100 percent increase in supervisors during the period from 1948 to 1955 and an increase of 200 percent in school business administrators during the period from 1951 to 1955. They also stated:

We cannot expect the school administrator to perform as an educational leader and still handle all the complex administrative responsibilities of a modern school. As a line officer, he should be a generalist. It is his function to perceive the total educational experience of each child and to act in the best interests of the child. In this respect, the administrator can make his greatest contribution to education through the acquisition of a competent school staff which functions as a team.<sup>3</sup>

The need for a staff was affirmed by Lane, Corwin and Monahan<sup>4</sup> when they declared that school systems have a bureaucratic organization. Bureaucracy refers to a method of organizing administrative functions, consisting of specialization which creates a need for coordination that is achieved through a hierarchy of graded authority.

Morphet, Johns, and Reller<sup>5</sup> also substantiated the need

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<sup>2</sup> Daniel E. Griffiths, David L. Clark, Richard D. Wynn, and Lawrence Iannaccone, Organizing Schools for Effective Education (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1962), p. 283.

<sup>3</sup> Ibid., p. 285.

<sup>4</sup> Willard R. Lane, Ronald G. Corwin, and William G. Monahan, Foundations of Educational Administration, A Behavioral Analysis (New York, New York: The Macmillan Company, 1967), p. 183.

<sup>5</sup> Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), p.304.

for increases in administrative staff when they pointed out the growth in responsibilities and the larger size of local systems resulting from consolidation of small districts and the increase in relations with state and federal governments. The superintendent's burdens are greatly reduced and a more effective educational program can be developed if these assistants are competent in their respective fields and if they can work effectively as a team and with other people.

The significance of the assistant superintendent was expressed by Forest E. Conner, former Executive Secretary of the American Association of School Administrators, when he said:

Able school administrators who serve as assistants are of inestimable worth to superintendents of schools. Responsibilities of chief school executives have become so complex and extensive that a corps of top level assistants, to provide a wide variety of specialized functions, is absolutely essential.<sup>6</sup>

7

The North Carolina State Board of Education recognizes the need to provide more effective leadership and allots school administrative units positions to be used for associate and assistant superintendents. The State Board

6

The American Association of School Administrators, Profiles of the Administrative Team (Washington, D. C., 1971), p. 6.

7

North Carolina State Board of Education, "Policies and Regulations Governing the Allotment and Use of Associate and Assistant Superintendents," (Mimeographed paper, Raleigh, N. C., 1975), p. 1.

believes that an associate or assistant should be highly qualified and capable of working well as a member of an administrative and supervisory team. Within the administrative hierarchy the local board may designate the person next in line to the superintendent as the associate superintendent, provided such person has advanced certification as an administrator. Thus, in North Carolina the associate superintendent is the title given to the top level assistant to the superintendent.

The contemporary second-echelon school administrators occupy a key position in effective school organization to promote learning experiences for students in a complex society. The diversity of duties, responsibilities, and problems require the associate and assistant superintendents to be competent, well-trained professionals.

#### The Problem

The purpose of this study was to develop a professional profile of the associate superintendent of schools in the state of North Carolina for the 1976-77 school year and to discover what comparisons existed among associate superintendents according to enrollment of school districts.

## Significance of the Study

Numerous studies related to the problems, responsibilities, and characteristics of school administrators, including superintendents, secondary principals, and elementary principals, have been made. However, limited information pertaining to associate and assistant superintendents is available.

This study provides superintendents and boards of education information relative to the associate superintendent for use in developing job descriptions and selective criteria. The data can also be utilized by colleges and universities preparing school administrators in designing a more relevant curriculum for potential associate superintendents. In addition, this study intends to clarify some of the issues evolving from the complex nature of the leadership team concept.

In this description and examination of associate superintendents in North Carolina, special attention was given to answers of the following questions:

1. What are the personal characteristics of the associate superintendent of schools?
2. What are the salary benefits afforded the associate superintendent of schools?
3. What is the professional experience of the associate superintendent of schools?

4. What are the future employment plans and expectations of the associate superintendent of schools?
5. What professional organization memberships are held by the associate superintendent of schools?
6. What is the professional preparation of the associate superintendent of schools?
7. What are the professional responsibilities of the associate superintendent of schools?
8. What provisions are made for improvement of instruction by the associate superintendent of schools?
9. What is the extent of the involvement with the board of education by the associate superintendent of schools?
10. What are the major problem areas that confront the associate superintendent of schools?
11. What are the job satisfactions of the associate superintendent of schools?

#### Scope of the Study

This investigation was limited to a study of associate superintendents of schools in the state of North Carolina. There were fifty-four associate superintendents in the population eligible for investigation. The study was limited to information that could be collected by the

questionnaire.

### Definition of Terms

Associate Superintendent of Schools: The person designated by an administrative unit as next in line to the superintendent and in North Carolina is paid on a higher salary scale than an assistant superintendent and must hold an advanced administrator's certificate.

Small School District: An administrative unit with a maximum enrollment of 4,999 students in grades K-12.

Medium School District: An administrative unit with an enrollment range of 5,000-11,999 students in grades K-12.

Large School District: An administrative unit with an enrollment of 12,000 or more students in grades K-12.

### Organization of the Study

Chapter I served as an introduction to the study. It presented background information, a statement of the problem, the definition of terms, the scope and the significance of the study.

Chapter II contained a review of the literature related to the associate superintendent.

Chapter III described in detail the research procedures used in the study:



Chapter IV presented the description and an analysis of the data collected. Tables were used to facilitate analysis. This chapter also summarized the professional profile of the associate superintendent according to size of school district.

Chapter V included the summary, conclusions, and recommendations as determined by the researcher, based upon data collected.

CHAPTER II  
REVIEW OF RELATED LITERATURE

In reviewing the literature, there was generally no specific delineation between the titles of assistant, associate, or deputy superintendents. Each title was at times used to indicate the person next in line to the chief administrator or superintendent, however, the term assistant was most commonly used. As school systems increased in size and complexity, more than one assistant was needed and a hierarchy of assistants emerged. Thus, titles, such as, deputy and associate were added, but no specific rank was definitely assigned any one of the titles. This study deals with the associate superintendent, the highest salaried assistant in North Carolina public school systems, but for the general background information it must be concerned with the assistant superintendency.

Background of Position

<sup>1</sup>  
Knezevich related that assistant superintendents were created as early as 1854 in New York. These positions were

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<sup>1</sup>  
Stephen J. Knezevich, Administration of Public Education (New York: Harper and Row, Publishers, 1962), p. 103.

established after the principalship and the superintendency and were concerned with supervision and coordination of instruction and advising principals and teachers. Early assistant superintendents were rarely delegated much authority and were associated with only the large city school districts.

The National Education Association Research Bulletin<sup>2</sup> reported that only one large city had appointed an intermediary superintendent prior to 1890. However, Paschal<sup>3</sup> in a doctoral dissertation stated that New York in 1855, San Francisco in 1867, Chicago in 1869, Philadelphia in 1883, and Providence in 1888 had appointed assistant superintendents. In any case, it was found that one central administrator was not able to perform all the necessary duties as school systems continued to increase in size and complexity. Therefore, the appointment of assistant, associate, and deputy superintendents led to delegation of authority and responsibility for assistance in administering the affairs of the districts. By 1920, 87 intermediary

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2

Research Division of National Education Association, National Education Association Research Bulletin, Vol. 40, No. I (Washington: National Education Association, 1962), p. 24.

3

Harland L. Paschal, "Training, Duties and Areas of Service of Assistant Superintendents in Selected School Districts," Dissertation Abstracts, 24:4513, No. 11, May, 1964.

officers were serving in 18 school districts.

<sup>4</sup>  
<sup>5</sup> Wynn reported that unmistakable signs of the professionalization of school administration began to appear at the beginning of the twentieth century. There was little need for complex administrative teams until there were school districts large enough to require the coordination of activities. <sup>6</sup> With the increase in central office staffs, technical specialists with particular abilities were added to handle the technical aspects of administration. System-wide business responsibilities were delegated to specialists in such areas as purchasing, food service, transportation, and maintenance freeing instructional leaders to focus on classroom teaching and learning. <sup>7</sup>

<sup>8</sup> Walter D. Cocking stated that one of the major changes in school administration during the late 1950's was the acceptance of the administrative function as a team

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<sup>4</sup>  
 Ibid.

<sup>5</sup>  
 D. Richard Wynn, Organization of Public Schools (New York: The Center for Applied Research in Education, Inc., 1964), p. 29.

<sup>6</sup>  
 Raymond E. Callahan, and H. Warren Button, "Historical Change of the Role of the Man in the Organization: 1865-1950," Behavioral Science and Educational Administration, ed. by Daniel E. Griffiths (Chicago: University of Chicago Press, 1964), p. 73.

<sup>7</sup>  
 American Association of School Administrators, Professional Administrators for America's Schools, 38th Yearbook (Washington, D. C., 1960), p. 121.

<sup>8</sup>  
 Walter D. Cocking, "School Administration in the 50's", School Executive 79 (December, 1959): 38.

enterprise rather than the task of one administrator. School boards and the general public realized the need for providing expert staff assistance to superintendents and numerous assistant superintendents were appointed. Statistics published by the United States Office of Education in 1970 estimated that there were some 13,000 assistant superintendents in the nation. These statistics reflect the rapid growth of the assistant superintendency as an administrative position in recent years.

#### Need for Positions

In any school system an adequate administrative staff is a necessity. No one person can take care of all the administrative details nor have the knowledge in all areas that administration requires in a modern complex school unit. The superintendent needs time to exercise general direction and supervision of the school system and he must have the assistance of highly competent specialists.

Campbell and Cunningham indicated that as schools

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<sup>9</sup> Office of Education, Digest of Educational Statistics, United States Department of Health, Education, and Welfare, Publication No. OE 73-111-3, Washington, D. C., 1972.

<sup>10</sup> Arthur F. Corey, The Unique Role of the Superintendent of Schools (Washington, D. C.: National Education Association, 1965), p. 19.

<sup>11</sup> Roald F. Campbell, et al., The Organization and Control of American Schools (Columbus, Ohio: Charles E. Merrill Publishing Company, 1970), p. 236.

take on more diverse functions, they will become more complex in organization. This complexity may be the result of increased size with the accompanying increase in the number and scope of the central office staff.

12

Griffiths, Clark, Wynn and Innaccone contended that any school system having 5000 or more students needs the position of assistant superintendent. The North Carolina Board of Education<sup>13</sup> reflects this same philosophy in its allotment of associate and assistant superintendents.

14

Harrison,<sup>14</sup> in a study of assistant superintendents in Missouri, noted that one assistant superintendent was employed for every 2000 students. Steele<sup>15</sup> found that in Kansas only the small school districts with less than 1900 students did not employ assistant superintendents consistently.

The Educational Research Service of the American

12

Daniel E. Griffiths, et al., Organizing Schools for Effective Education (Danville, Illinois: The Interstate Printers and Publishers, Inc., 1962), p. 33.

13

North Carolina State Board of Education, "Policies and Regulations Governing the Allotment and Use of Associate and Assistant Superintendents," Raleigh, N. C., 1975. (Mimeographed).

14

Forest W. Harrison, "Top Level Assistants to the Superintendents of Missouri Public Schools and Their Qualifications," Dissertation Abstracts, 20:3595, No. 9, March, 1960.

15

Arthur Jerry Steele, "A Professional Profile of Assistant Superintendents of Schools in Kansas in 1970-71" (Ed. D. dissertation, University of Arkansas, 1972), p. 104.

Association of School Administrators and the National  
 Education Association<sup>16</sup> in 1969 conducted a survey of 300  
 school districts throughout the United States and the  
 results indicated that the main reasons for the increase in  
 assistant superintendents were: (1) more educational ser-  
 vices for pupils; (2) compensatory programs; and (3) in-  
 creased enrollments. Abbott's<sup>17</sup> earlier study had cited  
 enrollment growth as the main, single reason for the in-  
 creasing numbers of assistant superintendents in the country.  
 However, Batalis,<sup>18</sup> in 1969, concluded that no single factor  
 was directly responsible for the increase in the number of  
 assistant superintendents in Massachusetts. Regardless of  
 the specific reason, the expanding role of the superintend-  
 ency has made one-man administration obsolete.

Hutcheson<sup>19</sup> in a study of assistant superintendents in  
 Nebraska found the following conclusions relevant to the

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<sup>16</sup>  
 American Association of School Administrators,  
Profiles of the Administrative Team (Washington, D. C.,  
 1971), p. 28.

<sup>17</sup>  
 Reginald Abbott, "Emerging Patterns in the Nature and  
 Scope of the Assistant Superintendency in the United  
 States," Dissertation Abstracts, 27:62-A, No. 1, July, 1966.

<sup>18</sup>  
 Julius C. Batalis, "The Factors Responsible for the  
 Establishment of the Assistant Superintendency," Disserta-  
 tion Abstracts, 29:4213-A No. 12, June, 1969.

<sup>19</sup>  
 Harold Hutcheson, "The Employment and Designation of  
 Duties to Assistant Superintendents in School Systems  
 Employing from 150 to 200 Teachers," Dissertation Abstracts,  
 17:2479, No. 11, November, 1957.

increasing number of assistant superintendents:

1. As schools grew in size and school administration grew in complexity, it became impossible for one administrator to perform adequately all the functions of the superintendency, and assistant superintendents were added to the staff.
2. The addition of assistant superintendents to the superintendent's staff has not been fast enough to keep up with the demands on the superintendency.
3. Superintendents would prefer to spend more of their time on planning, research, public relations, instructional leadership, and coordination of educational agencies; they would prefer to delegate most of the management of personnel, business, operation and maintenance, and special services.
4. Authorities, the superintendents, and the assistant superintendents, agree that two assistant superintendents should be employed in 150-200 teacher schools.

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Knezevich noted that the need for establishing the position of assistant superintendent could result from a study of the superintendent's span of control. He gave no specific number of people in administrative positions who can be supervised effectively by the superintendent, but he did state that a need for an assistant superintendent is created when the superintendent is unable to perform in an effective manner. Tuttle,<sup>21</sup> in a survey of assistant superintendents in Colorado, Texas, New Mexico, Arkansas, and Oklahoma, discovered that administrative functions were

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Knezevich Administration of Public Education, p. 278.

21

Francis T. Tuttle, "An Analysis of the Factors Influencing the Establishment of the Position of Assistant Superintendent of Schools," Dissertation Abstracts, 26:64-88, No. 6, May, 1966.



better discharged in school systems having administrative assistants. This improvement was attributed to having fewer employees reporting to the superintendent, resulting in more time being devoted to supervision. The study recommended that an assistant superintendent be employed when 2,000 students are enrolled. Jordan<sup>22</sup> also suggests that consideration should be given to employing an administrative assistant when enrollments are in the 2,000 to 2,500 range.

Southworth<sup>23</sup> stated that it is unreasonable to expect one man to know all the answers to the variety of questions the school superintendent may be asked in these times. He recommended that a school district hire additional personnel to assist the superintendent and make changes in the job specifications of those working in the district. Characteristically school districts are administratively understaffed so that personnel can perform little more than routine managerial chores designed primarily to maintain the operations rather than improve instructional programs and adapt to changing societal needs. A review of the literature indicates the need for competent administrative assistance for the superintendent of schools.

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22

Forbis K. Jordan, School Business Administration (New York: The Ronald Press Company, 1969), p. 17.

23

William Southworth, "Superintendency: A Position in Flux," The American School Board Journal, 154:38-39, No. 10, May 1967.

## Personal Characteristics

The necessary qualifications for an assistant superintendent are determined by the characteristics of the school system and the superintendent. The specialization of the superintendent will often dictate the responsibilities of advisory staff members. The American Association of School Administrators<sup>24</sup> in 1971 listed the following individual qualifications for assistant superintendents:

1. Skill in the areas of written and oral communication.
2. Demonstrated ability to work with peers in a team relationship in which the individual can be both leader and follower; catalytic skills for pulling together divergent ideas and views of staff members.
3. Ability to coordinate and plan.
4. Ability to see what has to be done and tenacity to stick to the task until it is completed.
5. Capacity to live with pressures and to "roll with the punches" due to demands which have been intensified remarkably in recent years.
6. Inclination to develop a sound and well-rooted philosophy based upon viable leadership principles.
7. Possession of a sense of humor, especially in relationships with superiors and colleagues.
8. Good background and understanding of the operational procedures of school systems in general, especially important if the individual is to function as a general administrator.
9. Maturity, including the ability to accept an

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increasing amount of adversity.

10. Demonstrated evidence of loyalty to professed principles and beliefs regarding life and education.

25

Neagley and Evans suggested the following characteristics and competencies to be highly desirable for assistant superintendents:

1. A sane, workable, consistent philosophy of education and the ability to translate it in terms of instructional purposes, programs, and procedures.
2. A person who receives a high degree of satisfaction in assisting others to develop their potential, possesses great skill in motivating others to action, and has the ability to be an astute observer of human personality.
3. Ability to establish rapport quickly with his peers, and a personality that encourages others to respect his professional competence and utilize his services.
4. Demonstrated ability in democratic leadership and effective decision making.
5. Ability to supervise subordinates and to serve as an advisor to other line officers.
6. Competence in research methodology and the ability to interpret research.
7. Ability to write and speak effectively and to communicate with both lay and professional personnel.

26

Griffiths summarized the specific skills required of assistant superintendents as: (1) ability to work effectively with small groups; (2) proficiency in speaking and writing; (3) familiarity with the process of planning;

25

Ross L. Neagley, and N. Dean Evans, Handbook for Effective Supervision of Instruction (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 79.

26

Griffiths Organizing Schools for Effective Education, p. 208-209.

- (4) ability to effect change in an orderly fashion; and  
 (5) competence in administrative skills.

27

Bogue stated that an organizational climate of open communication and trust can only be had when educational administrators are: (1) honest and straightforward in their interpersonal relationships; (2) aware of their strengths and limitations and not only willing, but eager to learn; (3) consistent in their value disposition and, in their daily performance, enhance those values which demonstrate a reverence for human dignity; (4) flexible in their managerial style, balancing control with independence, authority with participation; and (5) morally courageous enough to maintain the independence of solitude amid the pressures of dissent.

#### Professional Preparation

The professional preparation of an assistant superintendent is similar to that of the superintendent and depends upon the area of specialization to which he is assigned.

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Weir, in a study of the assistant superintendency in New Jersey, stated that graduate work for the potential

27

E. G. Bogue, "One Foot in the Stirrup," Phi Delta Kappan, April 1972, p. 506.

28

Norman S. Weir, "The Assistant Superintendency in Local School District of New Jersey," Dissertation Abstracts, 20:3607, No. 9, March, 1960.

assistant superintendent should include: (1) coordination and articulation of school systems; (2) techniques of group dynamics; (3) public relations; (4) team administration; and (5) organizational communication.

29

Neagley and Evans stated that an assistant superintendent must have a broad background of training and experience including: (1) three years of successful teaching experience; (2) seventy hours of graduate study; (3) a minimum of twenty semester hours related to elementary and secondary school curriculum, instruction, supervision and group process; and (4) fifteen semester hours in the humanities.

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The American Association of School Administrators proposed a graduate level curriculum for school administration composed of three major facets: (1) problems, developments, and issues in the American culture; (2) theory and practice in planning, organizing and administering the program of a school system; and, (3) research and evaluation, together with skills in communication, particularly as related to school-community relations.

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 29

Neagley Handbook for Effective Supervision of Instruction, p. 83.

30

American Association of School Administrators, The Education of a School Superintendent (Washington, D. C., 1963), p. 17.

31

Dedrick, writing in the January, 1973, Phi Delta Kappan, stated the six competency based domains originally suggested by the University Council of Educational Administration; Domain 1. Initiating and Responding to Change; Domain 2. Decision Making; Domain 3. Support for Instruction and Learning; Domain 4. Human Relations and Morale; Domain 5. Evaluating School Processes and Products; and Domain 6. Responding to Problem Situations.

32

The North Carolina State Board of Education requires the associate superintendent to hold a superintendent's certificate or the M. A. degree plus an advanced (sixth-year) certificate. Specific curriculum areas prescribed for the superintendent's certificate include; (a) foundations; (b) organization and administration; (c) curriculum, instruction, and supervision; (d) related disciplines; (e) internship-administrative field experiences; and (f) designated individual electives.

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The Committee for the Advancement of School Administration in 1957 reported trends in administrator training programs to be the involvement of other disciplines and other

31

Warren E. Dedrick, "Research Notes-Competencies of the School Administrator," Phi Delta Kappan, January, 1973, pp. 349-350.

32

N. C. Board of Education, Teaching in North Carolina-Certification, Raleigh, N. C., 1969, p. 42-44.

33

Committee for the Advancement of School Administration, Studies in School Administration, American Association of School Administrators, Washington, D. C., 1957, p. 102.

subject areas, and the use of internships and field-type experiences. Griffiths<sup>34</sup> recommended the major qualifications for the position of assistant superintendent to include a broad graduate training experience in all phases of instruction from kindergarten through senior high school, elementary and secondary classroom teaching experience, and administrative experience at both the elementary and secondary level of education.

Harrison<sup>35</sup> in his study reported that 9.0 percent of the assistant superintendents in Missouri in 1960 held doctorate degrees. Related to this study was a report made by the American Association of School Administrators<sup>36</sup> that 33.0 percent of the large school district assistant superintendents in 1962 held doctorate degrees.

Professional experiences of assistant superintendents vary, but a review of the literature indicated that most assistant superintendents receive their educational background from elementary administration. Abbott<sup>37</sup> concluded from his study that assistant superintendents have had more teaching experience at the secondary level

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<sup>34</sup>  
Griffiths Organizing Schools for Effective Education, p. 205.

<sup>35</sup>  
Harrison "Top Level Assistants," p. 3595.

<sup>36</sup>  
American Association of School Administrators, Inservice Education for School Administration (Washington, D. C., 1963), p. 20.

<sup>37</sup>  
Abbott "Emerging Patterns," p. 62.

and more administrative experience at the elementary level.

<sup>38</sup>  
Weir noted that the majority of assistant superintendents come from the ranks of elementary school principals.

<sup>39</sup>  
Paschal's investigation discovered that only 31.0 percent of the assistant superintendents were appointed from the ranks of the secondary school principalship with the majority from elementary administration.

### Professional Responsibilities

The responsibilities of associate/assistant superintendents are as varied as the number of positions in the central office. <sup>40</sup> Harrison, in his study, found the major areas of responsibility of the assistant superintendent were elementary education, business affairs, and curriculum.

<sup>41</sup>  
Knezevich noted that in large school districts, responsibility for large divisions of educational activity was usually assigned to the assistant superintendent. <sup>42</sup> Abbott discovered a great amount of variety and overlapping of

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<sup>38</sup>

Weir "The Assistant Superintendency," p. 3607.

<sup>39</sup>

Paschal "Training, Duties and Areas of Service," p. 4513.

<sup>40</sup>

Forrest W. Harrison, "Top Level Assistants to the Superintendents of Missouri Public Schools and Their Qualifications," Dissertation Abstracts, 20:3595, No. 9, March, 1960.

<sup>41</sup>

Knezevich Administration of Public Education, p. 278.

<sup>42</sup>

Abbott "Emerging Patterns," p. 62.



functions assigned to the assistant superintendents. He reported four main areas as: (1) curriculum and instruction; (2) business; (3) general administration; and (4) personnel.

<sup>43</sup>  
Tuttle found no consistent pattern in the assignment of the assistant superintendents because functions were so varied. He recommended that the first administrative assistant be assigned to the area of business management, the second to instruction and curriculum, the third to buildings and grounds, and the fourth to public information.

<sup>44</sup>  
According to Griffiths, the duties of an assistant to the superintendent should include improvement of educational programs, selection and development of personnel, funds and facilities, and relations with the community. Writers agree that a clearly defined job description is needed for the position.

<sup>45</sup>  
The American Association of School Administrators outlined specific responsibilities for the assistant superintendent as: (1) general administration, (2) instruction, (3) business affairs, (4) personnel services, (5) pupil services, (6) school-community relations, and (7) human relations.

It is evident from the review of literature that job

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<sup>43</sup>

Tuttle "An Analysis of the Factors," p. 87.

<sup>44</sup>

Griffiths Organizing Schools for Effective Education, p. 193.

<sup>45</sup>

American Association of School Administrators Profiles, p. 22.

responsibilities are varied, depending upon the need of the school system and the expertise of the superintendent; however, curriculum or business affairs seem to best describe the assistant superintendent's responsibility in most school systems.

### Job Satisfaction

The review of literature indicated that the assistant superintendency can be a rewarding and challenging administrative position. One of its most important components is the close, cooperative relationship with the superintendent. In addition, the title itself confers a degree of power or influence. Research shows the assistant to be part of a team of administrators attending the official meetings of the board of education and contributing professional information and advice as needed. The salary schedule also promotes job satisfaction when compared to other educators in the public schools.

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A National Education Research Bulletin in 1970-71 reported the median annual salary paid assistant superintendents in school districts with 6,000 to 11,999 students to be \$21,751.00; in school districts with 12,000 to 24,999

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"Maximum Salaries Scheduled for School Administrators, 1971-72, Research Division, National Education Association, p. 13.

students, \$23,394.00; and in school districts with 25,000 to 50,000 students, \$26,238.00.

An Education Research Services Report <sup>47</sup> in 1973-74 indicated the median salary of assistant superintendents in school districts with 300 to 5,999 students to be \$24,044.00; in school districts with 6,000 to 11,999 students, \$25,100.00; in school districts with 12,000 to 24,999 students, \$26,500.00; and in school districts with 25,000 or more students, \$30,574.00.

Salary information on assistant superintendents was limited in the review of the literature; however, the studies reviewed suggest a definite increase in the salaries of <sup>48</sup> assistant superintendents in recent years. Harrison reported that the median salary of Missouri assistant super- <sup>49</sup>intendents in 1960 was \$7,830.00. Coats found the median salary of assistant superintendents in Arkansas in 1974 was \$16,150.00 with the largest districts having the greatest financial rewards. In North Carolina the salary schedule reflects an increase in the median base salary of associate superintendents from \$17,712.00 in 1974 to \$18,720.00 in 1976.

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<sup>47</sup> "Salaries Scheduled for Administrative and Supervising Personnel in Public Schools, 1973-74," Educational Research Services, Inc., p. 42.

<sup>48</sup> Harrison "Top Level Assistants," p. 3595.

<sup>49</sup> William E. Coats, "A Professional Profile of Assistant Superintendents of Schools in Arkansas in 1973-74," (Ed. D. dissertation, University of Arkansas, 1975), p. 82.

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Weir found the most satisfactory aspects of the assistant superintendent's position were: (1) the enlarged scope; (2) the opportunity to work with a greater variety of problems and people, (3) the increased status of the position, (4) the greater freedom of movement, (5) the opportunity to participate in formulating system-wide policy, and (6) the feeling of getting ahead.

The administrative team concept has a variety of meanings, but the assistant superintendent belongs to the team. The position of assistant superintendent represents the top echelon of the central office administrative and supervisory staff. In North Carolina the title of associate superintendent is considered more prestigious than other titles for assistants on the administrative team, but it is the function that is important to schools in their primary purpose of providing instruction.

The review of the literature indicates that the assistant superintendent, as a member of the administrative team, is instrumental in making significant changes work for the betterment of the total educational system.

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Weir "The Assistant Superintendency," p. 3607.

## North Carolina Policies

In North Carolina the associate superintendent has emerged as the number one assistant to the superintendent in the administrative hierarchy of the school unit. According to "Policies and Regulations Governing the Allotment and Use of Associate and Assistant Superintendents"<sup>51</sup> issued by the North Carolina State Board of Education, county and city boards of education may designate the person next in line to the superintendent the associate superintendent provided such person holds an Advanced Superintendent's, Supervisor's, or Principal's Certificate. This person will be employed twelve calendar months to perform the duties assigned by the local board and superintendent. When this is a state allotted position, the salary will be paid from the State Public School Fund at the rate designated on the Index Salary Schedule (Appendix C) adopted by the State Board of Education and may be supplemented with local funds according to local administrative unit policy.<sup>52</sup>

The State Board of Education in North Carolina allots positions for associate/assistant superintendents to administrative units each year on the basis of student

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51

North Carolina Board of Education, "Policies and Regulations Governing the Allotment and Use of Associate and Assistant Superintendents," Raleigh, N. C., 1975. (Mimeographed).

52

Ibid.

population. School systems with fewer than 5,000 students enrolled in Average Daily Membership are not eligible for any allotted associate/assistant superintendent. Systems having from 5,000 to 11,999 student Average Daily Membership receive one allotted position; administrative units with a membership range from 12,000 to 21,999 receive two positions; and larger units receive one position for each additional <sup>53</sup> 10,000 students.

The associate superintendent's contract period in North Carolina may be established by the county or city board of education for a term not to exceed four years, subject to the continued allotment of the position, and not to be extended beyond the term of the superintendent. The superintendent shall recommend and the board shall elect the <sup>54</sup> associate superintendent.

The North Carolina State Board of Education allots the positions for associate superintendent in order to provide more effective educational and fiscal leadership in the school administrative units. The State Board believes these positions should be filled with highly qualified personnel. The person employed should complement the special interests and abilities of the superintendent and should be capable of working effectively as a member of an

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Ibid.

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Ibid.

administrative and supervisory team.

With these policies of the North Carolina State Board of Education and with its philosophy supporting the trend to increase the size of public school systems in North Carolina through the consolidation of administrative units, this study will be helpful to those planning the organization of the leadership team in public schools.

## CHAPTER III

## PROCEDURES

A review of the literature was the first procedure for gathering data related to the position of associate superintendent. Since the literature has traditionally referred to the assistant superintendent of schools as the person next in line to the superintendent, the literature pertaining to the assistant superintendent was expected to be especially relevant to the position of associate superintendent in North Carolina.

Specific data relating to the associate superintendents in North Carolina were collected from the North Carolina Education Directory 1976-77<sup>1</sup> issued by the State Department of Public Instruction. This data included names and sizes of school districts plus names and addresses of associate superintendents in North Carolina.

After a review of the techniques of questionnaire construction and a study of existing questionnaires proven successful in previous research, a questionnaire was constructed and used as the primary instrument for obtaining the data required for this study. A pilot test was made by asking fifteen associate superintendents in North Carolina

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<sup>1</sup>  
North Carolina Education Directory 1976-77, (Raleigh, N. C.; State Department of Public Instruction, 1976).



to answer, analyze and criticize the questionnaire. Also, the five professors serving on my doctoral committee at the University of North Carolina, Greensboro provided critiques with additions and suggestions for clarifying some questions.

The questionnaire was divided into specific categories in an attempt to collect the necessary information from the respondents as outlined in the significance of the study. Eleven specific questions were to be answered in the study.

Question number one was "What are the personal characteristics of the associate superintendent of schools?" In order to answer this question, the questionnaire was designed to provide information such as age, sex, race, marital status, size of family, number of siblings, and type of community background.

Question number two was "What are the salary benefits afforded the associate superintendent of schools?" In order to answer the second question, the questionnaire included such items as source of funds, annual supplement, travel paid, reimbursed expenses for professional meetings and membership fees, and other fringe benefits.

The third question to be answered was "What is the professional experience of the associate superintendent of schools?" In order to answer this question, the questionnaire included such items as number of years and grade levels of classroom teaching experience, major discipline taught, extra-curricular sponsorships as a classroom teacher,

nature of first administrative position, age at the beginning of first administrative position, nature of administrative positions held and number of years in each position, age when first employed as an associate superintendent, full-time work experience outside field of education, factors that influenced respondent to become an associate superintendent, position held immediately before present assignment, and size of districts in which respondent had worked.

The fourth question to be answered was "What are the future employment plans and expectations of the associate superintendent of schools?" In order to answer this question, information was requested concerning the professional plans or expectations of the associate superintendent, length of present contract, and opinions relating to the choice of educational administration as a career if another opportunity were available.

The fifth question was "What professional organization memberships are held by the associate superintendent of schools?" In addition to requesting specific organization membership, the questionnaire was designed to gain information concerning professional articles written for publication by the associate superintendent.

The sixth question to be answered was "What is the professional preparation of the associate superintendent of schools?" Inquiry was made as to the undergraduate major, the institutions from which degrees were received, the kind

of degrees held, the number of years since a regular graduate course was completed, the number of credits earned since becoming an associate superintendent, the course-work areas considered to be most important to an associate superintendent, a subjective evaluation of the respondent's graduate program as preparation for the associate superintendency, and the areas in which more formal training was needed prior to becoming an associate superintendent.

Question number seven was "What are the professional responsibilities of the associate superintendent of schools?" This part of the questionnaire was designed to determine first, in what areas of public education the associate superintendent spent his time and to what degree work-time was spent in those areas, and then, in what areas and to what degree he felt the time should be spent.

Question number eight was "What provisions are made for improvement of instruction by the associate superintendent of schools?" An attempt was made to have the associate superintendent rank the areas in which provisions were made for the improvement of instruction, and then to give his opinion as to the extent to which he should make provisions in the areas.

The ninth question was "What is the extent of the involvement with the board of education by the associate superintendent of schools?" The questionnaire provided an opportunity for the associate superintendent to indicate

how he was involved in board relations.

Question number ten asked "What are the major problem areas that confront the associate superintendent of schools?" The questionnaire was designed to enable the respondent to rank the areas in order of significance with space provided to add any areas not included in the check list.

Question number eleven asked "What are the job satisfactions of the associate superintendent of schools?" This last question concerning job satisfaction was implied throughout the questionnaire. Responses to such items as salary benefits, choice of career, future plans, job responsibilities that are and that should be, all indicate some degree of job satisfaction. An attempt was made to design the entire questionnaire in a manner that would encourage respondents to comment on any question that did not provide appropriate answers in the check list. The opportunity to make these free comments was expected to reveal some job satisfactions, also.

The questionnaire (Appendix B) was mailed to each associate superintendent in the state of North Carolina with a transmittal letter (Appendix A) and a self-addressed, stamped envelope for use in returning the questionnaire. Two weeks after the initial mailing a telephone call served as a reminder to each associate superintendent whose questionnaire had not been returned. One month after the initial mailing a follow-up letter and a duplicate

questionnaire were mailed to those outstanding. All questionnaires were returned and included in the data reported.

The information given on the returned questionnaires was tabulated to develop frequency tables for the purpose of comparing associate superintendents according to size of school districts and for the purpose of examining associate superintendents as a total group. Percentages were computed for the tables included in the study. Convenient and meaningful access to the reported data was paramount in the presentation of the profile of the associate superintendent in North Carolina during the 1976-77 school year.

The researcher held personal interviews with seven of the respondents to validate the questions and to obtain additional data relative to the study.

Conclusions were presented based upon the data collected and recommendations made in accordance with these conclusions.

CHAPTER IV  
DATA AND ANALYSIS

The purpose of this chapter is to present a professional profile of the associate superintendent of schools in North Carolina. Descriptions, analysis, and interpretations of the data collected will be presented.

There were 145 school districts in the state of North Carolina according to the North Carolina Education Directory, 1976-77. There were 64 school districts that had enrollments of less than 5,000 students, 54 school districts that had from 5,000 to 11,999 students, and 27 school districts that had a minimum enrollment of 12,000 students. A review of the directory also indicated there was only one school district with an enrollment less than 5,000 that had an associate superintendent; there were 32 districts with an enrollment range of 5,000 to 11,999 that had associate superintendents; and 16 school districts with a minimum enrollment of 12,000 that had associate superintendents. Five units had two associate superintendents each and 44 units had one.

Since only one small school district in North Carolina employed an associate superintendent during the 1976-77 school year, separate tables for small school districts were not presented in this chapter. In order to avoid

identification of the unit all information collected from that associate superintendent is included with the data of medium school districts.

In each of the following tables, the first or top number indicates the number of respondents and the second indicates the percentage of respondents in that respective group.

Age of North Carolina associate superintendents. The ages of associate superintendents are listed in Table 1. In both the medium and large school districts the age ranged from 30 to 65 years. In the medium school districts the mean age was 51.03 years and the median age was 55.00 years. In the large school districts the mean age was 47.75 years with the median age 45.00. The mean age of all associate superintendents in North Carolina was 49.81 years and the median was 50.00 years.

The percentage of respondents by age groups is also shown in Table 1. In medium school districts 52.94 percent of the associate superintendents were included in the 50-59 age group. In large school districts 50.00 percent were in the 40-49 age group. It is evident that the associate superintendents in medium school districts were older than those in large districts. Generally, the smaller the school district, the older the associate superintendent.

TABLE 1

## AGE OF NORTH CAROLINA ASSOCIATE SUPERINTENDENTS

Age	Medium School Districts	Large School Districts	Total School Districts
30 - 39	1 2.94	3 15.00	4 7.41
40 - 49	13 38.24	10 50.00	23 42.59
50 - 59	18 52.94	5 25.00	23 42.59
60+	2 5.88	2 10.00	4 7.41
Total	34	20	54
Total	100.00	100.00	100.00
Mean age in years	51.03	47.75	49.81
Median age in years	55	45	50



Sex of associate superintendents. Data in Table 2 indicated a lack of females in the higher level administrative positions in all school districts. Of the 54 associate superintendents in North Carolina only one or 1.85 percent was female. She served in a medium school district.

Race of associate superintendents. Information in Table 3 revealed that forty-nine respondents were white, three were black, and two were Indian. In medium school districts 11.76 percent of the associate superintendents were members of a minority race. In large school districts only one Indian represented a minority group. This indicated a person of a minority race was rarely selected to be an associate superintendent in any school district but, especially, one was not given the position in a large school district. Less than ten percent of all associate superintendents in North Carolina were members of a minority race.

Marital status of associate superintendents in North Carolina. The marital status of associate superintendents was listed in Table 4. Fifty or 92.60 percent were married, two or 3.70 percent were single, one or 1.85 percent was divorced, and one or 1.85 percent was widowed. The data indicated that, generally, in both medium and large districts, associate superintendents in North Carolina are married.

TABLE 2

## SEX OF ASSOCIATE SUPERINTENDENTS

Sex	Medium School Districts	Large School Districts	Total School Districts
Female	1 2.94	- -	1 1.85
Male	33 97.06	20 100.00	53 98.15
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 3

## RACE OF ASSOCIATE SUPERINTENDENTS

Race	Medium School Districts	Large School Districts	Total School Districts
Black	3 8.82	- -	3 5.56
White	30 88.24	19 95.00	49 90.74
Indian	1 2.94	1 5.00	2 3.70
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 4  
MARITAL STATUS

Marital Status	Medium School Districts	Large School Districts	Total School Districts
Married	32 94.12	18 90.00	50 92.60
Single	1 2.94	1 5.00	2 3.70
Divorced	- -	1 5.00	1 1.85
Widowed	1 2.94	- -	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

Number of children. The number of children of associate superintendents was listed in Table 5. All married associate superintendents had at least one child with three having five children. The associate superintendents working in larger school districts had slightly larger families. The mean number of children of associate superintendents working in medium districts was 2.21 with 35.29 percent of these having two children, and 38.24 percent having three or more children. The mean number of children of the associate superintendents in large school districts was 2.65 with 45.00 percent having two children and 45.00 percent having three or more children. Of the total respondents, twenty-one or 38.89 percent had two children. This was the number listed most frequently.

Number of siblings and position in family. Table 6 data showed that 49 or 90.74 percent of the associate superintendents in North Carolina were members of families that had more than one child. Only five or 9.26 percent indicated they were the only child of their parents. The other respondents were members of families ranging from two to ten children. Sixteen or 29.63 percent were the oldest child in the family while nine or 16.66 percent were the youngest. Six were the middle child in the family and twelve were either second of four, third of six or seven, fourth of eight or nine, or fifth of eight. This group of eighteen comprised 33.32 percent of total associate superintendents.

TABLE 5

## NUMBER OF CHILDREN

Number of Children	Medium School Districts	Large School Districts	Total School Districts
0	2 5.88	1 5.00	3 5.56
1	7 20.59	1 5.00	8 14.81
2	12 35.29	9 45.00	21 38.99
3	9 26.47	4 20.00	13 24.07
4	3 8.83	3 15.00	6 11.11
5	1 2.94	2 10.00	3 5.56
Total	34	20	54
Total	100.00	100.00	100.00
Mean	2.21	2.65	2.37

TABLE 6

## NUMBER OF SIBLINGS AND POSITION IN FAMILY

Number and Position	Medium School Districts	Large School Districts	Total School Districts
Only Child	2 5.88	3 15.00	5 9.27
Oldest of 2	7 20.60	2 10.00	9 16.68
3	2 5.88	1 5.00	3 5.56
5	1 2.94	- -	1 1.85
6	1 2.94	1 5.00	2 3.70
7	1 2.94	- -	1 1.85
Middle of 3	- -	4 20.00	4 7.41
5	1 2.94	1 5.00	2 3.70

TABLE 6 (Continued)

Number and Position	Medium School Districts	Large School Districts	Total School Districts
Second of 4	4 11.77	1 5.00	5 9.27
6	1 2.94	1 5.00	2 3.70
7	1 2.94	- -	1 1.85
Third of 6	- -	1 5.00	1 1.85
7	- -	1 5.00	1 1.85
Fourth of 8	1 2.94	1 5.00	2 3.70
9	1 2.94	1 5.00	2 3.70
Fifth of 8	- -	1 5.00	1 1.85
10	- -	1 5.00	1 1.85



TABLE 6 (Continued)

Number and Position	Medium School Districts	Large School Districts	Total School Districts
Sixth of 7	1 2.94	- -	1 1.85
Eighth of 9	1 2.94	- -	1 1.85
Youngest of 2	3 8.83	- -	3 5.56
3	1 2.94	- -	1 1.85
4	2 5.88	- -	2 3.70
5	2 5.88	- -	2 3.70
6	1 2.94	- -	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

In medium school districts seven associate superintendents or 20.59 percent were the older of two, the most frequently listed category in this group. The greatest number of respondents in any category in large districts was four or 20.00 percent who were the middle of three children. The results of the survey indicated no associate superintendents in large districts were the youngest child in the family and only nine or 16.67 percent of all associate superintendents were the youngest child.

Type and size of home community. The data on type and size of home community where associate superintendents spent most of their lives prior to college were summarized in Table 7. Most associate superintendents or 57.41 percent came from rural backgrounds. The next largest number came from small towns of 2,500 to 9,999 population and the third largest number came from small city backgrounds. Only one associate superintendent came from a city of 50,000 or more. In comparing the responses from each size school district, it was found that 14 or 70.00 percent of the respondents from the large school districts came from rural areas and 50.00 percent of the medium school district respondents spent most of their lives prior to college in rural environments. No associate superintendents in large districts came from a large city and only one in medium districts had a city background. Data in Table 7 indicated educators from rural backgrounds had a better

TABLE 7

## TYPE AND SIZE OF HOME COMMUNITY

Type and Size	Medium School District	Large School District	Total School District
Rural Under 2,500	17 50.00	14 70.00	31 57.41
Town 2,500-9,999	13 38.24	4 20.00	17 31.48
Small City 10,000-49,999	3 8.82	2 10.00	5 9.26
City 50,000-99,999	1 2.94	- -	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

chance of becoming associate superintendents.

Salary of associate superintendents. In North Carolina all associate superintendents are paid a base salary according to the State Public School Fund Index Salary Schedule (Appendix C). This salary is paid monthly for twelve calendar months employment on the index as determined by one's experience rating and certification.

The base salary of forty-eight of the associate superintendents in 1976-77 was paid from state funds for positions allotted to units on the basis of enrollment. The one associate superintendent in the small school system was paid with local funds. The five districts that named two associate superintendents paid one with state funds and the other with local and/or federal monies. Of these five, two units paid the second associate entirely with local funds, two used a combination of federal and local funds, and one used a combination of local and state funds.

The state index salary schedule is paid on a rating scale of 0 to 8 according to one's years of experience for the position. Increments are given for prior service as a superintendent, associate superintendent, or assistant superintendent. Table 8 data showed that 33 or 61.11 percent of the associate superintendents in North Carolina had the experience rating of 8 and, therefore, received the maximum index salary. Only two associate superintendents, both in medium school districts, were paid the 0 rating

TABLE 8

## SALARY EXPERIENCE RATING OF ASSOCIATE SUPERINTENDENTS

Experience Rating in Years	Medium School Districts	Large School Districts	Total School District
0	2 5.88	0 0	2 3.70
1	3 8.83	1 5.00	4 7.41
2	0 0	1 5.00	1 1.85
3	1 2.94	0 0	1 1.85
4	2 5.88	1 5.00	3 5.56
5	3 8.83	2 10.00	5 9.26
6	3 8.83	0 0	3 5.56
7	2 5.88	0 0	2 3.70
8	18 52.93	15 75.00	33 61.11

TABLE 8 (Continued)

Total	34	20	54
Total	100.00	100.00	100.00

indicating no prior experience in the field.

The regular salary of an associate superintendent is also determined by the kind of certificate held. Table 9 presented information on the distribution of the certificates held by associate superintendents as reported on the questionnaires. The 17 or 31.48 percent of the respondents holding the superintendents' certificate had earned a master's degree but had not completed work in a sixth year or doctoral program. These received the base salary on the index schedule. Twenty-three or 42.59 percent had an advanced certificate and were paid an additional \$372 per year. The 14 or 25.93 percent with earned doctor's degrees had \$1500 per year added to the index salary schedule.

It is noted that one-fourth of the associate superintendents in North Carolina during the 1976-77 school year held earned doctor's degrees, while less than one-third had earned only a master's degree. In both medium and large school districts the greatest number of associate superintendents held advanced certificates. In medium districts only eight or 23.53 percent held earned doctorates but in large districts six or 30.00 percent held doctorates. This data indicated that associate superintendents in large school districts had earned higher certificate ratings than those in medium districts and, therefore, received a greater base salary as the result of that certification.

TABLE 9

## TYPE OF CERTIFICATE HELD BY ASSOCIATE SUPERINTENDENTS

Certificate	Medium School Districts	Large School Districts	Total School Districts
Superintendent's (Master's)	11 32.35	6 30.00	17 31.48
Advanced Supt. (6th Year)	15 44.12	8 40.00	23 42.59
Advanced Supt. & Doctor's Degree	8 23.53	6 30.00	14 25.93
Total	34	20	54
Total	100.00	100.00	100.00



Annual local supplement paid associate superintendents.

In addition to the state salary schedule, a school system could increase the salary of its staff members by supplementing with local funds. Data tabulated from the questionnaire showed that fifty-two or 96.30 percent of the associate superintendents in North Carolina received a supplement to the base salary while only two or 3.70 percent of the respondents received none. The range of salary supplements as recorded in Table 10 extended from none to \$9,000 plus annually. The \$2,000-2,999 interval was listed most frequently by the total respondents. Seven or 20.59 percent of the medium school district associate superintendents and six or 30.00 percent of the large school district associate superintendents were in this category. Seven or 20.59 percent of the medium school district respondents were paid a \$3,000-3,999 supplement. In the large districts four or twenty percent were in the \$3,000-3,999 interval and five were in the \$4,000-4,999 interval. The range of supplements paid associate superintendents in medium districts was from none to \$8,400 annually. The range of supplements paid associate superintendents in large districts was from \$1,800 to \$9,234 annually. The median annual supplement of medium districts was \$3,834; of large districts, \$3,873; and of the total population, \$3,848. This data indicated that the associate superintendents in large school districts received larger supplements than those in the medium districts.

TABLE 10

## ANNUAL LOCAL SUPPLEMENT PAID ASSOCIATE SUPERINTENDENTS

Supplement	Medium School Districts	Large School Districts	Total School Districts
None	2 5.88	- -	2 3.70
\$1000-1999	4 11.76	1 5.00	5 9.27
2000-2999	7 20.59	6 30.00	13 24.07
3000-3999	7 20.59	4 20.00	11 20.37
4000-4999	2 5.88	5 25.00	7 12.96
5000-5999	4 11.76	2 10.00	6 11.11
6000-6999	5 14.72	- -	5 9.27
7000-7999	1 2.94	1 5.00	2 3.70

TABLE 10 (Continued)

Supplement	Medium School Districts	Large School Districts	Total School Districts
8000-8999	2 5.88	- -	2 3.70
9000-9999	- -	1 5.00	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00
Mean Supplement	\$3834	\$3873	\$3848

Travel paid associate superintendents. The most common fringe benefit reported by the associate superintendents in North Carolina was reimbursement for travel. This travel was paid in various ways as listed in Table 11. Twenty-five associate superintendents were allocated a set amount annually, nine were paid mileage at the rate of 15¢ per mile for actual travel reported and fourteen were provided a car to be used for school travel. Six associate superintendents reported no help with travel. A study of the data indicated associate superintendents in medium districts received greater travel benefits than those in large school districts.

Professional meeting expenses paid associate superintendents. In addition to the regular travel payment, the data listed in Table 12 showed the amounts allocated the associate superintendents annually for professional meeting expenses. Seventeen or 31.48 percent of the school districts did not limit the funds but reimbursed for actual costs. Six or 11.11 percent had no funds budgeted for professional meeting expenses but were expected to use the regular travel allotment for such expenses. Thirty-one or 42.59 percent were reimbursed for expenses up to a designated amount, varying from \$100 to \$1,000 annually.

When medium and large districts were compared, the data revealed that the larger districts received greater amounts for professional meeting expenses.

TABLE 11

## ANNUAL TRAVEL PAID TO ASSOCIATE SUPERINTENDENTS

Travel Paid	Medium School Districts	Large School Districts	Total School Districts
None	2 5.88	4 20.00	6 11.11
\$1-499	1 2.94	1 5.00	2 3.70
500-999	8 23.53	3 15.00	11 20.37
1000-1499	6 17.65	1 5.00	7 12.96
1500-1999	1 2.94	2 10.00	3 5.56
2000-2499	2 5.88	- -	2 3.70
Mileage 15¢/mile	5 14.71	4 20.00	9 16.67

TABLE 11 (Continued)

Travel Paid	Medium School Districts	Large School Districts	Total School Districts
Provided Car	9 26.47	5 25.00	14 25.93
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 12

## PROFESSIONAL MEETING EXPENSES PAID ASSOCIATE SUPERINTENDENTS

Amount Reimbursed	Medium School Districts	Large School Districts	Total School Districts
None	5 14.71	1 5.00	6 11.11
\$1-299	5 14.71	4 20.00	9 16.67
300-499	7 20.58	2 10.00	9 16.67
500-699	5 14.71	2 10.00	7 12.96
700-899	2 5.88	- -	2 3.70
900-1099	2 5.88	2 10.00	4 7.41
Actual Cost	8 23.53	9 45.00	17 31.48

TABLE 12 (Continued)

Amount Reimbursed	Medium School Districts	Large School Districts	Total School Districts
Total	34	20	54
Total	100.00	100.00	100.00



Professional membership dues paid for associate superintendents. The data in Table 13 revealed that seven associate superintendents had membership dues in professional organizations paid for them. Four were associate superintendents in large school districts and three were in medium districts indicating large districts used payment of membership dues as a fringe benefit more often than medium districts. It was not a common practice in either, however. Generally, when dues were paid, it was for membership in the American Association of School Administrators.

Other fringe benefits. Results from the questionnaire indicated no special monetary fringe benefits other than those already listed were awarded to associate superintendents. All received hospitalization insurance, plus vacation and leave days on the same basis as classroom teachers.

Clerical assistance provided associate superintendents. The amount of clerical assistance provided associate superintendents is reported in Table 14. All fifty-four associate superintendents had some clerical help. There were thirty-eight associate superintendents, or 70.37 percent, who had their own full-time clerical assistance. Twenty-two or 64.71 percent of those in medium school districts had full-time help. Sixteen or 80.00 percent of those in large school districts had full-time assistance.

Six associate superintendents or 11.11 percent had half-time clerical assistance. Five of these were in medium

TABLE 13

## PROFESSIONAL MEMBERSHIP DUES PAID FOR ASSOCIATE SUPERINTENDENTS

Dues	Medium School Districts	Large School Districts	Total School Districts
None	31 91.18	16 80.00	47 87.04
\$50	- -	1 5.00	1 1.85
\$75	3 8.82	2 10.00	5 9.24
\$150	- -	1 5.00	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 14

## CLERICAL ASSISTANCE PROVIDED ASSOCIATE SUPERINTENDENTS

Clerical Assistance	Medium School Districts	Large School Districts	Total School Districts
Full Time	22 64.71	16 80.00	38 70.37
Half Time	5 14.70	1 5.00	6 11.11
Shared with One Other	4 11.77	2 10.00	6 11.11
Shared with Four or More	3 8.82	1 5.00	4 7.41
Total	34	20	54
Total	100.00	100.00	100.00

school districts and only one in large districts. Another six associate superintendents shared clerical help with one other person. Four of these were in medium school districts and two in large districts.

The remaining four associate superintendents, 7.41 percent, shared clerical assistance with four or more persons in the central office. Three of these were in medium school districts and one in a large district.

It appeared that the clerical assistance provided was adequate. The responses did not indicate a need for additional help.

First position in public education. Information recorded in Table 15 showed that all associate superintendents started their educational careers as teachers, either regular classroom teachers or as coach-teachers. It is interesting to note that one-half of the respondents in both the medium and large school districts fall into each of these categories.

From this data, we conclude that school districts in North Carolina hire persons with teaching experience to fill the position of associate superintendent.

Major discipline taught as classroom teacher. All associate superintendents reported some prior classroom teaching experience. Table 16 was designed to show the major disciplines taught by associate superintendents while serving as classroom teachers. Data in the table indicated that two

TABLE 15

## FIRST POSITION IN PUBLIC EDUCATION

Position	Medium School Districts	Large School Districts	Total School Districts
Classroom Teacher	17 50.00	10 50.00	27 50.00
Coach - Teacher	17 50.00	10 50.00	27 50.00
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 16

## MAJOR DISCIPLINE TAUGHT AS CLASSROOM TEACHER

Discipline	Medium School District	Large School District	Total School District
Science	9 26.47	4 20.00	13 24.08
Social Studies	9 26.47	4 20.00	13 24.08
Math	6 17.65	1 5.00	7 12.96
English	5 14.71	2 10.00	7 12.96
Self-contained	3 8.82	4 20.00	7 12.96
Physical Education	2 5.88	3 15.00	5 9.26
Latin	- -	1 5.00	1 1.85
Driver Education	- -	1 5.00	1 1.85

TABLE 16 (Continued)

Discipline	Medium School District	Large School District	Total School District
Total	34	20	54
Total	100.00	100.00	100.00

areas were equal in the number of respondents listing it as the major subject taught. Both science and social studies were named by 13 or 24.08 percent of the associate superintendents, nine or 26.47 percent of those in medium districts, and four or 20.00 percent of those in large districts. Math, English and the elementary self-contained classroom ranked next with seven or 12.96 percent listing each. Physical Education was the major discipline taught by five or 9.26 percent. The remaining two respondents of the total population served large districts and indicated either Latin or Driver Education as the main teaching area.

Subjects taught were rather evenly distributed among the large school district associate superintendents but in the medium districts a stronger preference for science or social studies was evident. It is interesting to note that though a major job responsibility listed in Table 46 was finance, business, as a subject area taught, was not listed.

Grade level of teaching experience. As indicated by data recorded in Table 17, 26 or 48.15 percent of the associate superintendents had teaching experience at the senior high school level. A comparison of the groups reflected 15 or 44.12 percent of the medium school associate superintendents and 11 or 55.00 percent of large school associate superintendents had taught in senior high schools. Teaching experience at the junior high level was listed by 16 or 47.06 percent of the respondents serving in medium school districts



TABLE 17

## GRADE LEVEL OF TEACHING EXPERIENCE

Grade Level	Medium School District	Large School District	Total School District
Elementary	2 5.88	4 20.00	6 11.11
Junior High	16 47.06	5 25.00	21 38.89
Senior High	15 44.12	11 55.00	26 48.15
College	1 2.94	- -	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

and by five or 25.00 percent from large districts. In the total population the junior high level ranked second and was named by 21 or 38.89 percent. Teaching experience at the elementary level was limited to six or 11.11 percent of the total group with four of these now serving in large districts. Only one listed experience at the college level.

Extracurricular sponsorships while a classroom teacher.

Table 18 data revealed that most associate superintendents, while classroom teachers, had additional responsibilities in the area of extracurricular sponsorship and many sponsored more than one activity. The sponsorship most frequently listed was coaching; one-half of all the associate superintendents indicated they had coached. The next highest percentage listed for an activity was 38.89 for class sponsorship at the secondary level, followed closely by 33.33 percent for club sponsorship. Twelve or 22.22 percent of associate superintendents had sponsored the student council. Other sponsorships identified were newspaper, yearbook, and glee club. Only four or 7.41 percent reported no extracurricular duties while a classroom teacher, and these four indicated they were elementary teachers. It is interesting to note that the 27 respondents who listed coach/teacher as the first position in public education, listed coaching as an extracurricular sponsorship.

TABLE 18

## EXTRACURRICULAR SPONSORSHIPS WHILE A CLASSROOM TEACHER

Extracurricular Activities	Medium School Districts	Large School Districts	Total School Districts
Coach	17 50.00	10 50.00	27 50.00
Student Council	7 20.59	5 25.00	12 22.22
Class Sponsor	13 34.28	8 40.00	21 38.89
Club Sponsor	9 26.47	9 45.00	18 33.33
Newspaper and Yearbook	5 14.71	2 10.00	7 12.96
Glee Club	2 5.88	- -	2 3.70
None	2 5.88	2 10.00	4 7.41

Teaching experience in North Carolina and other states.

Information given in Table 19 showed that associate superintendents in North Carolina had very little interstate mobility since 52 or 96.30 percent had no teaching experience in other states. In fact, only two or 3.70 percent had teaching experience in other states and both of these were in the one to three years category.

In the medium school district group, 28 or 82.36 percent had twelve or less years of teaching experience in North Carolina, and only six or 17.64 percent had 16 or more years of teaching experience. In the large school districts, 18 or 90.00 percent had twelve or fewer years of teaching experience in North Carolina and only two or 10.00 percent had over twelve years experience in North Carolina.

In the total population, only six or 11.12 percent had over fifteen years teaching experience in North Carolina and none had taught more than three years outside the state. This data suggests that a person with no teaching experience or one who has taught more than twelve years has a very slight chance of becoming an associate superintendent in North Carolina.

TABLE 19

## TEACHING EXPERIENCE IN NORTH CAROLINA AND OTHER STATES

Number of Years	Medium School Districts		Large School Districts		Total School Districts	
	<u>N. C.</u>	<u>Other</u>	<u>N. C.</u>	<u>Other</u>	<u>N. C.</u>	<u>Other</u>
0	-	33	-	19	-	52
	-	97.06	-	95.00	-	96.30
1 - 3	3	1	6	1	9	2
	8.82	2.94	30.00	5.00	16.67	3.70
4 - 6	12	-	8	-	20	-
	35.30	-	40.00	-	37.03	-
7 - 9	10	-	2	-	12	-
	29.42	-	10.00	-	22.22	-
10 - 12	3	-	2	-	5	-
	8.82	-	10.00	-	9.26	-
13 - 15	-	-	2	-	2	-
	-	-	10.00	-	3.70	-
16 - 18	3	-	-	-	3	-
	8.82	-	-	-	5.56	-

TABLE 19 (Continued)

Number of Years	Medium School Districts		Large School Districts		Total School Districts	
	<u>N. C.</u>	<u>Other</u>	<u>N. C.</u>	<u>Other</u>	<u>N. C.</u>	<u>Other</u>
19+	3 8.82	- -	- -	- -	3 5.56	- -
Total	34	34	20	20	54	54
Total	100.00	100.00	100.00	100.00	100.00	100.00

Nature of first administrative position. The data in Table 20 revealed that 35 or 64.82 percent of the associate superintendents in North Carolina held principalships as their first administrative position. Twelve more or 22.22 percent listed the assistant principalship as the first administrative position. Six or 11.11 percent were first supervisors and one listed the assistant superintendency as the first administrative position. None of the respondents went directly into the associate superintendency from a non-administrative position.

Age when employed in first administrative position. As noted in Table 21, the mean age at which associate superintendents assumed their first administrative position was 29.8 years for those working in medium school districts and 27.8 years for those working in large school districts. For the total group, the mean age for starting administrative duty was 29.0 years.

The beginning age for administrative positions ranged from 21 to 44 years with 71.22 percent beginning by age 30. Only three began administrative work after age 40. For the associate superintendents working in medium school districts, 12 or 35.30 percent began their administrative careers at ages 27 and 28. In large districts, no single age for beginning was most common, however, ages 24, 26, 28 and 31 each had 3 or 15.00 percent of the respondents in this group. In comparing medium and large districts, associate

TABLE 20

## NATURE OF FIRST ADMINISTRATIVE POSITION

Position	Medium School Districts	Large School Districts	Total School Districts
Assistant Principal	7 20.59	5 25.00	12 22.22
Principal	24 70.59	11 55.00	35 64.82
Supervisor	2 5.88	4 20.00	6 11.11
Assistant Superintendent	1 2.94	- -	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00



TABLE 21

## AGE WHEN EMPLOYED IN FIRST ADMINISTRATIVE POSITION

Age	Medium School Districts	Large School Districts	Total School Districts
21	1 2.94	- -	1 1.85
22	1 2.94	1 5.00	2 3.70
23	- -	1 5.00	1 1.85
24	3 8.83	3 15.00	6 11.11
25	1 2.94	1 5.00	2 3.70
26	2 5.88	3 15.00	5 9.26
27	6 17.65	2 10.00	8 14.82
28	6 17.65	3 15.00	9 16.67

TABLE 21 (Continued)

Age	Medium School Districts	Large School Districts	Total School Districts
29	1 2.94	- -	1 1.85
30	3 8.83	1 5.00	4 7.42
31	- -	3 15.00	3 5.56
32	2 5.88	1 5.00	3 5.56
34	1 2.94	- -	1 1.85
36	1 2.94	- -	1 1.85
37	2 5.88	- -	2 3.70
39	1 2.94	- -	1 1.85
40	1 2.94	- -	1 1.85

TABLE 21 (Continued)

Age	Medium School Districts	Large School Districts	Total School Districts
41	1 2.94	- -	1 1.85
42	- -	1 5.00	1 1.85
44	1 2.94	- -	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00
Mean age in years	29.8	27.8	29.0

superintendents in large districts began their administrative careers at an earlier age than those in medium districts.

Administrative experience of associate superintendents in medium school districts. As indicated in Table 22, 85.27 percent of the associate superintendents in medium school districts in North Carolina had some experience as a principal. The mean number of years the principalship was held by these respondents was 11.00 years. The next most frequently reported administrative experience was service as an assistant superintendent; 52.93 percent of the respondents from medium districts had held this position. The mean number of years the assistant superintendency was held was 3.2 years. Thirteen or 38.23 percent had served as supervisor for a mean of 4.0 years. Eight or 23.53 percent had experience as assistant principals, three or 8.82 percent had been superintendents and one or 2.94 percent had experience at the college level.

The associate superintendents in medium districts of North Carolina during 1976-77 reported an average of 6.0 years experience in the associate superintendency. According to responses on the questionnaires two or 5.88 percent of this group were experiencing their first year in the position.

TABLE 22

ADMINISTRATIVE EXPERIENCE OF ASSOCIATE SUPERINTENDENTS  
IN MEDIUM SCHOOL DISTRICTS

Type of Experience	Number of Years									
	1	2	3	4	5	6	7	8	9	10
Assistant Principal	1 2.94	4 11.77	1 2.94	2 5.88	-	-	-	-	-	-
Principal	2 5.88	-	2 5.88	2 5.88	-	2 5.88	1 2.94	1 2.94	1 2.94	18 52.93
Supervisor	3 8.82	1 2.94	4 11.77	2 5.88	-	-	-	1 2.94	1 2.94	1 2.94
Assistant Superintendent	4 11.77	3 8.82	3 8.82	2 5.88	-	3 8.82	2 5.88	1 2.94	-	-
Associate Superintendent	3 8.82	4 11.77	4 11.77	2 5.88	-	2 5.88	2 5.88	5 14.70	3 8.82	7 20.58
Superintendent	3 8.82	-	-	-	-	-	-	-	-	-
Other	1 2.94	-	-	-	-	-	-	-	-	-

Administrative experience of associate superintendents in large school districts. According to the information recorded in Table 23, eighty percent of the associate superintendents in large districts in North Carolina had experience as principal. The mean number of years the principalship was held was 7.9, ranging from two to seventeen years in the position. The assistant superintendency served as a stepping-stone to the associate superintendency for seventy percent of the respondents in large school systems. The mean number of years in the position before promotion was 4.9 years. One-half of the associate superintendents had experience as supervisor/director for a mean of 3.9 years. Thirty percent had experience as assistant principal, fifteen percent as superintendent, one or five percent as college dean, and one or five percent served in the Department of Health, Education and Welfare.

The associate superintendents in large school districts averaged 6.2 years experience in the associate superintendency; it was noted, however, that fifty percent of this group reported four or less years in the position.

TABLE 23

ADMINISTRATIVE EXPERIENCE OF ASSOCIATE SUPERINTENDENTS  
IN LARGE SCHOOL DISTRICTS

Type of Experience	Number of Years									
	1	2	3	4	5	6	7	8	9	10
Assistant Principal	1 5.00	3 15.00	1 5.00	1 5.00	- -	- -	- -	- -	- -	- -
Principal	- -	3 15.00	1 5.00	2 10.00	1 5.00	1 5.00	- -	1 5.00	1 5.00	6 30.00
Supervisor	3 15.00	1 5.00	1 5.00	2 10.00	- -	2 10.00	- -	- -	- -	1 5.00
Assistant Superintendent	1 5.00	3 15.00	1 5.00	3 15.00	2 10.00	1 5.00	1 5.00	1 5.00	- -	1 5.00
Associate Superintendent	- -	4 20.00	2 10.00	4 20.00	1 5.00	1 5.00	- -	1 5.00	2 10.00	5 25.00
Superintendent	3 15.00	- -	- -	- -	- -	- -	- -	- -	- -	- -
Other	- -	1 5.00	- -	1 5.00	- -	- -	- -	- -	- -	- -

Administrative experience of associate superintendents in total school districts. Data in Table 24 showed that 45 or 83.33 percent of the associate superintendents in North Carolina in 1976-77 had at one time held the position of principal for an average of 10.05 years. The next most frequently listed administrative experience was that of assistant superintendent. Thirty-two or 59.26 percent of the total respondents indicated that they had held the position for an average of 4.00 years.

Twenty-three or 42.58 percent of the respondents had held the position of supervisor/director during their careers for an average of 3.97 years.

Fourteen or 25.92 percent of the respondents indicated they had held assistant principalships and six or 11.11 percent listed the position of superintendent as having been held during their career. Three others had served as college dean or with HEW for from one to four years.

The associate superintendents in North Carolina had held the associate superintendency an average of 6.1 years according to responses reported on questionnaires.



TABLE 24

ADMINISTRATIVE EXPERIENCE OF ASSOCIATE SUPERINTENDENTS  
IN TOTAL SCHOOL DISTRICTS

Type of Experience	Number of Years										
	1	2	3	4	5	6	7	8	9	10	
Assistant Principal	2 3.70	7 12.96	2 3.70	3 5.56	- -	- -	- -	- -	- -	- -	- -
Principal	2 3.70	3 5.56	3 5.56	4 7.41	1 1.85	3 5.56	1 1.85	2 3.70	2 3.70	4 44.44	
Supervisor	6 11.11	2 3.70	5 9.26	4 7.41	- -	2 3.70	- -	1 1.85	1 1.85	2 3.70	
Assistant Superintendent	5 9.26	6 11.11	4 7.41	5 9.26	2 3.70	4 7.41	3 5.56	2 3.70	- -	1 1.85	
Associate Superintendent	3 5.56	8 14.82	6 11.11	6 11.11	1 1.85	3 5.56	2 3.70	6 11.11	5 9.26	12 22.22	
Superintendent	6 11.11	- -	- -	- -	- -	- -	- -	- -	- -	- -	
Other	1 1.85	1 1.85	- -	1 1.85	- -	- -	- -	- -	- -	- -	

Age first employed as associate superintendent.

According to information recorded in Table 25, 18 or 33.34 percent of the associate superintendents received their first appointment before they reached age 40. Only six or 11.11 percent were past 50 years of age when first appointed associate superintendent. The mean age of those associate superintendents working in medium school districts was 44.00 years while the mean age of those serving in large districts was 40.70 years. The most common age range for associate superintendents in medium districts was the 46-50 age group with 13 or 38.24 percent in that category; in large districts the 41-45 age group was greatest, having six or 30.00 percent. The ages of the associate superintendents in the total population ranged from 26 to 65 years. The table indicated that the large school districts tend to appoint associate superintendents at an earlier age than the medium school districts.

Primary causal factor in becoming associate superintendent. According to data in Table 26, the desire to progress professionally was the primary factor that influenced 25 or 46.30 percent of the respondents to become associate superintendents. Nineteen of these were in medium districts and six were in large districts. Seventeen or 31.48 percent of the total group listed encouragement by superiors as the reason for advancement. This was the most popular causal factor among the large school district

TABLE 25

## AGE FIRST EMPLOYED AS ASSOCIATE SUPERINTENDENT

Age	Medium School District	Large School District	Total School District
26 - 30	1 2.94	3 15.00	4 7.41
31 - 35	2 5.88	3 15.00	5 9.26
36 - 40	7 20.59	2 10.00	9 16.67
41 - 45	8 23.53	6 30.00	14 25.92
46 - 50	13 38.24	3 15.00	16 29.63
51 - 55	1 2.94	2 10.00	3 5.56
56 - 60	1 2.94	1 5.00	2 3.70
61 - 65	1 2.94	- -	1 1.85

TABLE 25 (Continued)

Age	Medium School District	Large School District	Total School District
Total	34	20	54
Total	100.00	100.00	100.00
Mean Age in Years	44.00	40.70	42.78
Median Age in Years	44.5	42.0	43.0

TABLE 26

## PRIMARY CAUSAL FACTOR IN BECOMING ASSOCIATE SUPERINTENDENT

Causal Factors	Medium School Districts	Large School Districts	Total School Districts
Encouraged by Superiors	7 20.59	10 50.00	17 31.48
Desire to Progress Professionally	19 55.88	6 30.00	25 46.30
Desire for More Money	5 14.71	1 5.00	6 11.11
Desire for an Adminis- trative Position	3 8.82	2 10.00	5 9.26
Other	- -	1 5.00	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

administrators, with ten listing it. Seven of those in medium school districts listed encouragement by superiors as the primary causal factor. Six or 11.11 percent of all respondents were motivated by the desire for more money. Five or 9.26 percent wanted an administrative position and one indicated encouragement by family as the causal factor.

Position held immediately prior to present position.

An examination of Table 27 indicated that 29 or 53.71 percent of the associate superintendents were assistant superintendents immediately prior to becoming associate superintendents. Ten or 18.52 percent held principalships immediately prior to becoming associate superintendents, and seven or 12.96 percent served as supervisors just before becoming the associate superintendent. Three or 5.56 percent of the respondents had held the superintendent's position in another district immediately prior to becoming an associate superintendent in the present system. Two had been college deans, one had worked for the Department of Health, Education and Welfare and one had worked with the North Carolina Department of Public Instruction.

The data showed that all associate superintendents in North Carolina moved into the position from another administrative position.

TABLE 27

## POSITION HELD IMMEDIATELY PRIOR TO PRESENT POSITION

Position	Medium School District	Large School District	Total School District
Principal	9 26.47	1 5.00	10 18.52
Supervisor	4 11.77	3 15.00	7 12.97
Assistant Superintendent	17 50.00	12 60.00	29 53.71
Superintendent	3 8.82	1 5.00	4 7.40
College Dean	- -	1 5.00	1 1.85
HEW	1 2.94	1 5.00	2 3.70
State Department	- -	1 5.00	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

Types of positions previously held by associate superintendents according to size of district in which position was held. Data in Table 28 showed that all associate superintendents had at one time held a classroom teaching position. Of the associate superintendents working in medium size districts, 10 or 29.41 percent had been classroom teachers in a small district, 17 or 50.00 percent indicated they had held classroom teaching positions in a medium size district and seven or 20.59 percent had teaching experience in a large district. Of the group working in large school districts, three or 15.00 percent indicated they had taught only in a small district, eight or 40.00 percent had taught in a medium size district, and nine or 45.00 percent had held teaching positions in a large district. Of the total respondents, 13 or 24.07 percent had taught in small districts, 25 or 46.30 percent had experience in medium size districts, and 16 or 29.63 percent had held teaching positions in large districts. The study showed that the majority of the associate superintendents serving in medium districts had been classroom teachers in medium districts, while most of those in large districts had had teaching experience in large districts.

The next most frequently listed position held was that of the principalship. Twelve or 22.22 percent of the total respondents had held the position of principal in a small district. The greatest number, 21 or 38.89 percent of the



TABLE 28

TYPES OF POSITIONS PREVIOUSLY HELD BY ASSOCIATE SUPERINTENDENTS  
 ACCORDING TO SIZE OF DISTRICT IN WHICH POSITION WAS HELD

Types of Positions	Medium School Districts			Large School Districts			Total School Districts		
	Small	Medium	Large	Small	Medium	Large	Small	Medium	Large
Classroom Teacher	10 29.41	17 50.00	7 20.59	3 15.00	8 40.00	9 45.00	13 24.07	25 46.30	16 29.63
Assistant Principal	- -	4 11.77	4 11.77	- -	- -	5 25.00	- -	4 7.41	9 16.67
Principal	10 29.41	15 44.12	8 23.53	2 10.00	6 30.00	8 40.00	12 22.22	21 38.89	16 29.63
Supervisor	3 8.82	5 14.70	5 14.70	1 5.00	2 10.00	5 25.00	4 7.41	7 12.96	10 18.52
Assistant Superintendent	1 2.94	13 38.24	5 14.70	- -	3 15.00	11 55.00	1 1.85	16 29.63	16 29.63
Superintendent	- -	1 2.94	2 5.88	- -	2 10.00	1 5.00	- -	3 5.56	3 5.56

total population, had held a principalship in a medium district, and sixteen or 29.63 percent had held a principalship in a large district. Thirteen of the associate superintendents reported experience as an assistant principal in either a medium or large district.

Thirty-three or 61.11 percent had held the position of assistant superintendent. Of these thirty-three, only one had served in a small district, sixteen or 29.63 percent had served in a medium district, and sixteen in a large school district.

Twenty-one of the respondents had held the position of supervisor. Of the thirteen associate superintendents who served in medium districts, three had been supervisors in a small district, five in a medium district, and five in a large district. Eight of the associate superintendents in the large districts indicated they had been supervisor, one in a small district, two in a medium district, and five in a large district.

Six or 11.12 percent listed service as a superintendent prior to becoming an associate superintendent. This experience was equally divided between the medium and large districts.

Overall, associate superintendents in medium districts had held prior positions in medium districts while those in large districts had previous experience in large districts.

Future plans of associate superintendents. The data in Table 29 indicated that being an associate superintendent was a satisfying job, for 34 or 62.97 percent of the respondents planned to remain in the position. Sixteen or 29.63 percent hoped to use the position as a stepping stone to the superintendency. Two or 3.70 percent planned to enter college teaching, one or 11.85 percent expected to enter another field, and one was retiring.

Length of current contract. Information recorded in Table 30 showed that associate superintendents in North Carolina had contracts for one, two, or four years. Only two or 3.70 percent were employed for one year and the questionnaires revealed this was necessary in order for the contract of the associate superintendent not to extend beyond that of the superintendent as required in the state of North Carolina. Twenty-four or 44.45 percent of the associate superintendents in North Carolina held two-year contracts. Twenty-eight or 51.85 percent signed four-year contracts. In comparing the districts, more than half of those associates in medium school districts were under two-year contracts, while sixty-five percent of those in large districts held four-year contracts. This indicated that the larger the school unit, the longer the contract.

TABLE 29

## FUTURE PLANS OF ASSOCIATE SUPERINTENDENTS

Future Plans	Medium School Districts	Large School Districts	Total School Districts
Remain Associate Superintendent	23 67.65	11 55.00	34 62.92
Enter Superintendency	10 29.41	6 30.00	16 29.63
Enter College Teaching	1 2.94	1 5.00	2 3.70
Enter Another Field	- -	1 5.00	1 1.85
Retirement	- -	1 5.00	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 30

## LENGTH OF CURRENT CONTRACT

Length of Contract	Medium School District	Large School District	Total School District
1 Year	1 2.94	1 5.00	2 3.70
2 Years	18 52.94	6 30.00	24 44.45
4 Years	15 44.12	13 65.00	28 51.85
Total	34	20	54
Total	100.00	100.00	100.00

Opinions of associate superintendents on again choosing educational administration as a career. An examination of Table 31 showed that a large majority of the associate superintendents would choose educational administration as a career if they had it to do again. Thirty-six or 66.67 percent gave a definite "yes" and none gave a definite "no." Seven or 12.96 percent said they probably would while four or 7.41 percent said they probably would not. Seven were uncertain. A comparison of the medium and large size school districts indicated no significant difference. From the results shown, one would conclude that associate superintendents were fairly content with their career choice.

Professional organization membership. The memberships held in professional education organizations by associate superintendents were presented in Table 32. Memberships in the National Education Association (NEA) and the North Carolina Association of Educators (NCAE) were reported by 43 or 79.63 percent of the respondents. This dual membership is required for if one joins the NCAE he must belong to the NEA. Thirty-three of the 43 also were members of the Superintendent's Division of the NCAE.

Phi Delta Kappan with 35 or 64.82 percent, the American Association of School Administrators with 32 or 59.26 percent, and the North Carolina Association of School Administrators (organized during 1976-77 school year) with 29 or 53.70 percent were the next most frequently reported

TABLE 31

OPINIONS OF ASSOCIATE SUPERINTENDENTS ON AGAIN CHOOSING  
EDUCATIONAL ADMINISTRATION AS A CAREER

Opinion	Medium School Districts	Large School Districts	Total School Districts
Yes	23 67.65	13 65.00	36 66.67
No	-	-	-
Probably	5 14.71	2 10.00	7 12.96
Probably Not	2 5.88	2 10.00	4 7.41
Uncertain	4 11.76	3 15.00	7 12.96
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 32

## PROFESSIONAL ORGANIZATION MEMBERSHIP

Professional Organizations	Medium School Districts	Large School Districts	Total School Districts
American Association of School Administrators	20 58.82	12 60.00	32 59.26
North Carolina Association of School Administrators	18 52.94	11 55.00	29 53.70
National Education Association	25 73.53	18 90.00	43 79.63
North Carolina Association of Educators (NCAE)	25 73.53	18 90.00	43 79.63
Superintendents' Division of NCAE	23 67.65	10 50.00	33 61.11
Phi Delta Kappa	19 55.88	16 80.00	35 64.82



TABLE 32 (Continued)

Professional Organization	Medium School Districts	Large School Districts	Total School Districts
Association of Supervision and Curriculum Development	8 23.53	1 5.00	9 16.67
North Carolina ASCD	3 8.82	2 10.00	5 9.26
Other	7 20.59	6 30.00	13 24.07

memberships.

Other organizational memberships reflected individual interests and were not listed in the table. All associate superintendents in North Carolina reported membership in some professional educational organization.

Professional articles written for publication. Professional articles written for publication by North Carolina associate superintendents were presented in Table 33. In the medium school districts three respondents or 8.82 percent had published a total of six articles; in large school districts, two or 10.00 percent had published one article each. In the total group five or 9.26 percent of the associate superintendents reported articles written for publication.

Published articles reported by associate superintendents in medium school districts were: (1) Parents Respond to New Math, (2) New Teachers Need Help, (3) New Directions for Teacher Education, (4) A Functional Approach to Instruction in Methods Courses, (5) Who Is a Supervisor?, and (6) School Discipline.

Articles reported by large school district associate superintendents were: (1) Status of Science Education in North Carolina, Grades 4-8, and (2) The Role of the Superintendent and Board of Education in Community Education.

All of the medium school district associate superintendents writing articles for publication held doctorate degrees. Of the large school district associate

TABLE 33

## PROFESSIONAL ARTICLES WRITTEN FOR PUBLICATION

	Medium School Districts	Large School Districts	Total School Districts
Have Published	3 8.82	2 10.00	5 9.26
Have not Published	31 91.18	18 90.00	49 90.74
Total	34	20	54
Total	100.00	100.00	100.00

superintendents writing articles for publication, one held a doctorate degree and one had a specialist degree. A review of Table 33 indicated associate superintendents in North Carolina did not often write material for publication.

Undergraduate majors of associate superintendents.

The undergraduate majors of associate superintendents were listed in Table 34. Those most frequently selected by associate superintendents were social studies and science. The medium school district respondents listed social studies, science and mathematics most frequently with eleven or 32.35 percent of the respondents listing social studies, nine or 26.47 percent listing science and seven or 20.59 percent listing mathematics. The large school district respondents most frequently named social studies, 30.00 percent; science, 20.00 percent; and English, 20.00 percent; as their undergraduate majors.

There were seven different undergraduate majors named by the respondents. Only Latin was mentioned once and this respondent was from a large school district. Only two associate superintendents listed elementary education as their undergraduate major, however, six reported their major teaching area was the elementary self-contained classroom.

TABLE 34

## UNDERGRADUATE MAJORS OF ASSOCIATE SUPERINTENDENTS

Undergraduate Major	Medium School Districts	Large School Districts	Total School Districts
Math	7 20.59	1 5.00	8 14.82
Science	9 26.47	4 20.00	13 24.07
Social Studies	11 32.35	6 30.00	17 31.48
English	4 11.77	4 20.00	8 14.82
Physical Education	2 5.88	3 15.00	5 9.26
Elementary Education	1 2.94	1 5.00	2 3.70
Latin	- -	1 5.00	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

Colleges and universities from which North Carolina  
associate superintendents received undergraduate degrees.

Table 35 was designed to show the number and percent of respondents that received undergraduate degrees from 21 different colleges and universities. Eight or 14.82 percent graduated from Western Carolina University, seven or 12.97 percent from East Carolina University, and six or 11.11 percent from Appalachian State University. These three state-supported schools were mentioned most frequently.

Wake Forest University and Elon College were each listed by four or 7.41 percent of the associate superintendents; Catawba College, High Point College, and the University of North Carolina at Chapel Hill were each reported by three or 5.56 percent; and Davidson College, Duke University and Lenoir-Rhyne College had two graduates each. The remaining ten colleges and universities were listed only once. The data showed that North Carolina educational institutions granted the majority of undergraduate degrees earned by associate superintendents. It is interesting to note that 49 or 90.74 percent received degrees in North Carolina with only five or 9.26 percent graduating from institutions located in other states.

TABLE 35

COLLEGES AND UNIVERSITIES FROM WHICH NORTH CAROLINA  
ASSOCIATE SUPERINTENDENTS RECEIVED UNDERGRADUATE DEGREES

Name of College	Medium School Districts	Large School Districts	Total School Districts
Appalachian State University	3 8.82	3 15.00	6 11.11
Catawba	2 5.88	1 5.00	3 5.56
Davidson	1 2.94	1 5.00	2 3.70
Duke	1 2.94	1 5.00	2 3.70
East Carolina University	4 11.78	3 15.00	7 12.99
Elon	2 5.88	2 10.00	4 7.41
Fayetteville State University	1 2.94	- -	1 1.85

TABLE 35 (Continued)

Name of College	Medium School Districts	Large School Districts	Total School Districts
Furman University	-	1	1
	-	5.00	1.85
High Point College	2	1	3
	5.88	5.00	5.56
Lenoir-Rhyne	1	1	2
	2.94	5.00	3.70
Marshall University	-	1	1
	-	5.00	1.85
Newberry College	1	-	1
	2.94	-	1.85
Peabody	1	-	1
	2.94	-	1.85
Pembroke	-	1	1
	-	5.00	1.85
Pheiffer College	-	1	1
	-	5.00	1.85
Shaw University	1	-	1
	2.94	-	1.85



TABLE 35 (Continued)

Name of College	Medium School Districts	Large School Districts	Total School Districts
Smith	1 2.94	- -	1 1.85
University of North Carolina-Chapel Hill	3 8.82	- -	3 5.56
University of Richmond	1 2.94	- -	1 1.85
Wake Forest University	3 8.82	1 5.00	4 7.41
Western Carolina University	6 17.66	2 10.00	8 14.82
Total	34	20	54
Total	100.00	100.00	100.00

Colleges and universities from which associate superintendents received graduate degrees. Graduate degrees earned by associate superintendents were from 16 different institutions as listed in Table 36. Of the 54 respondents reporting master's degrees 14 or 25.93 percent were from Appalachian State University, 12 or 22.72 percent from University of North Carolina at Chapel Hill, nine or 16.68 percent from East Carolina University, five or 9.26 percent from Western Carolina University, four or 7.41 percent from Peabody College, two or 3.72 percent from Duke University, and one each from the other schools listed.

Twenty-nine or 53.70 percent of the respondents reporting held education specialist degrees. These degrees were received from eight different schools. Fifteen or 27.78 percent listed the University of North Carolina at Chapel Hill as the granting institution, East Carolina University and Appalachian State University were each listed by four or 7.41 percent, Duke University was the granting institution of 2 or 3.70 percent, and Columbia University, Peabody College, and the University of North Carolina at Greensboro each were named by one or 1.85 percent.

Fourteen or 25.92 percent of the associate superintendents in North Carolina had earned doctorate degrees. Seven of these were received from the University of North Carolina at Chapel Hill, four from Duke University, and one each from the University of Tennessee, New York University and Penn

TABLE 36

COLLEGES AND UNIVERSITIES FROM WHICH ASSOCIATE  
SUPERINTENDENTS RECEIVED GRADUATE DEGREES

Name of University or College	Medium School District			Large School District			Total School District		
	<u>M.A.</u>	<u>Ed. S.</u>	<u>Ed. D.</u>	<u>M.A.</u>	<u>Ed. S.</u>	<u>Ed. D.</u>	<u>M.A.</u>	<u>Ed. S.</u>	<u>Ed. D.</u>
A & T State University	1 2.94	- -	- -	- -	- -	- -	1 1.85	- -	- -
Appalachian State Univ- ersity	8 23.53	2 5.88	- -	6 30.00	2 10.00	- -	14 25.93	4 7.41	- -
Columbia University	1 2.94	1 2.94	- -	- -	- -	- -	1 1.85	1 1.85	- -
Duke	1 2.94	- -	2 5.88	1 5.00	2 10.00	2 10.00	2 3.70	2 3.70	4 7.41
East Carolina University	5 14.70	2 5.88	- -	4 20.00	2 10.00	- -	9 16.68	4 7.41	- -
Harvard	- -	- -	- -	1 5.00	- -	- -	1 1.85	- -	- -

TABLE 36  
(Continued)

Name of University or College	Medium School District			Large School District			Total School District		
	M. A.	Ed. S.	Ed. D.	M. A.	Ed. S.	Ed. D.	M. A.	Ed. S.	Ed. D.
New York University	-	-	-	-	-	1	-	-	1
	-	-	-	-	-	5.00	-	-	1.85
North Carolina Central Univ- ersity	1	-	-	-	-	-	1	-	-
	2.94	-	-	-	-	-	1.85	-	-
Peabody College	4	1	-	-	-	-	4	1	-
	11.76	2.94	-	-	-	-	7.41	2.94	-
Penn State	1	-	1	-	-	-	1	-	1
	2.94	-	2.94	-	-	-	1.85	-	1.85
University of North Carolina at Chapel Hill	7	10	4	5	5	3	12	15	7
	20.59	29.41	11.79	25.00	25.00	15.00	22.72	27.78	12.96
University of North Carolina Greensboro	1	1	-	-	-	-	1	1	-
	2.94	2.94	-	-	-	-	1.85	1.85	-

TABLE 36  
(Continued)

Name of University or College	Medium School District			Large School District			Total School District		
	<u>M.A.</u>	<u>Ed. S.</u>	<u>Ed. D.</u>	<u>M.A.</u>	<u>Ed. S.</u>	<u>Ed. D.</u>	<u>M.A.</u>	<u>Ed. S.</u>	<u>Ed. D.</u>
	University of New Mexico	-	-	-	1	-	-	1	-
	-	-	-	5.00	-	-	1.85	-	-
University of South Carolina	1	-	-	-	-	-	1	-	-
	2.94	-	-	-	-	-	1.85	-	-
University of Tennessee	-	-	1	-	-	-	-	-	1
	-	-	2.94	-	-	-	-	-	1.85
Western Carolina University	3	1	-	2	-	-	5	1	-
	8.82	2.94	-	10.00	-	-	9.26	1.85	-
Total	34	18	8	20	11	6	54	29	14
Total	100.00	52.93	23.53	100.00	55.00	30.00	100.00	53.70	25.92

State.

A study of Table 36 showed that North Carolina educational institutions granted the majority of degrees earned by associate superintendents. Forty-five of the masters degrees, twenty-seven of the specialists degrees and eleven of the doctorates were received from the eight North Carolina schools listed. The University of North Carolina was most frequently named as the granting institution of graduate degrees.

Responses on the questionnaires indicated that four additional associate superintendents expect to complete work for the doctorate by the 1977-78 school year. Two of these will be awarded by University of North Carolina-Greensboro, one by University of North Carolina-Chapel Hill, and one by Duke University.

Number of years since last enrollment in graduate class.

Data recorded in Table 37 showed the number of years since the respondents were enrolled in graduate classes. The medium school districts had six or 17.65 percent presently enrolled in graduate study and the large districts had two or 10.00 percent. Noting that in North Carolina all professional school personnel must renew certificates every five years, as examination of the table indicated 43 or 79.63 percent had enrolled in graduate classes during the five-year period. The remaining 11 or 20.37 percent had not enrolled in graduate courses but had renewed their

TABLE 37

## NUMBER OF YEARS SINCE LAST ENROLLMENT IN GRADUATE CLASS

Number of Years	Medium School Districts	Large School Districts	Total School Districts
Presently Enrolled	6 17.65	2 10.00	8 14.82
1 - 2	8 23.53	5 25.00	13 24.07
3 - 5	13 38.24	9 45.00	22 40.74
6 - 9	2 5.88	3 15.00	5 9.26
10+	5 14.70	1 5.00	6 11.11
Total	34	20	54
Total	100.00	100.00	100.00

certificates through workshops, institutes, travel, experience or other state approved methods. All of the associate superintendents in North Carolina reported some graduate work during the last twelve years.

Number of graduate hours earned since becoming associate superintendent. The number and percentage of the respondents who had earned graduate hours since being employed as associate superintendents were listed in Table 38. Eight or 14.82 percent were enrolled at the time of the survey. One-third of the total group of associate superintendents indicated that no hours had been earned since assuming their positions. One to nine graduate hours had been earned by seventeen or 31.49 percent, ten to eighteen hours had been earned by seven or 12.96 percent, nineteen to twenty-seven hours had been earned by five or 9.26 percent, and twenty-eight or more hours had been earned by seven or 12.96 percent.

A study of the responses indicated the associate superintendents serving in medium school districts earned more hours than those serving in large districts.

Ranking of graduate work as reported by associate superintendents in medium school districts. Data in Table 39 showed the rankings of various areas of graduate work by the associate superintendents in medium school districts. On a scale of one to ten, administration was ranked the most important graduate course by fifty percent of the respondents. Other areas consistently listed in the one to



TABLE 38

## NUMBER OF GRADUATE HOURS EARNED SINCE BECOMING ASSOCIATE SUPERINTENDENT

Hours Earned	Medium School Districts	Large School Districts	Total School Districts
NONE	11 32.35	7 35.00	18 33.33
1 - 9	10 29.41	7 35.00	17 31.49
10 - 18	4 11.77	3 15.00	7 12.96
19 - 27	4 11.77	1 5.00	5 9.26
28+	5 14.70	2 10.00	7 12.96
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 39

RANKING OF GRADUATE WORK AS REPORTED BY ASSOCIATE SUPERINTENDENTS  
IN MEDIUM SCHOOL DISTRICTS

Graduate Work	Rank of Importance									
	1	2	3	4	5	6	7	8	9	10
Administration	17 50.00	9 26.47	3 8.82	1 2.94	1 2.94	-	-	-	-	-
Curriculum	5 14.70	6 17.65	6 17.65	7 20.59	3 8.82	2 5.88	-	2 5.88	-	-
Public Relations	2 5.88	4 11.77	7 20.59	8 23.53	5 14.70	2 5.88	1 2.94	2 5.88	-	1 2.94
School Buildings	-	-	7 20.59	3 8.82	4 11.77	4 11.77	4 11.77	2 5.88	2 5.88	1 2.94
Statistics	-	-	-	1 2.94	-	2 5.88	2 5.88	4 11.77	2 5.88	7 20.59
Psychology	1 2.94	-	-	1 2.94	-	4 11.77	4 11.77	2 5.88	6 17.65	3 8.82
Sociology	-	-	-	-	1 2.94	-	1 2.94	8 23.53	7 20.59	2 5.88
Guidance and Testing	-	-	-	-	-	2 5.88	4 11.77	5 14.70	1 2.94	5 14.70

TABLE 39 (Continued)

Graduate Work	Rank of Importance									
	1	2	3	4	5	6	7	8	9	10
Finance	4 11.77	9 26.47	6 17.65	5 14.70	5 14.70	1 2.94	1 2.94	-	1 2.94	1 2.94
Supervision	2 5.88	5 14.70	3 8.82	3 8.82	6 17.65	4 11.77	1 2.94	-	2 5.88	2 5.88
Methods	-	-	1 2.94	2 5.88	4 11.77	5 14.70	4 11.77	-	1 2.94	-
History-Philosophy	-	-	-	-	1 2.94	1 2.94	5 14.70	1 2.94	2 5.88	3 8.82
Media	-	-	-	1 2.94	-	2 5.88	1 2.94	2 5.88	4 11.77	3 8.82
Law	3 8.82	1 2.94	1 2.94	2 5.88	4 11.77	1 2.94	1 2.94	-	-	-

five rank were curriculum, public relations, finance, supervision, and law. Another course often found in the top half of the rankings was school buildings. Guidance and testing was the only area not listed in the one to five rank, but neither sociology, history-philosophy, media, nor statistics appeared in the top three ranks.

Ranking of graduate work as reported by associate superintendents in large school districts. Responses recorded in Table 40 indicated that the respondents in large school districts also considered administration the most important area of graduate study. Curriculum was the second most useful course for this group followed by finance. Public relations and supervision appeared often in the rankings.

Ranking of graduate work as reported by associate superintendents in total school districts. Data in Table 41 summarized the ranking of graduate study areas by all associate superintendents in North Carolina. Thirty or 55.56 percent of the respondents ranked the study of administration as number one in importance. Curriculum was considered number one by eight or 14.81 percent and finance by six or 11.11 percent. Law, psychology, public-relations, and supervision were rated at the top of the scale by two or more respondents. Statistics, sociology, history-philosophy, methods, media, and school buildings were not rated at the top of the scale by any of the associate superintendents.

TABLE 40

RANKING OF GRADUATE WORK AS REPORTED BY ASSOCIATE SUPERINTENDENTS  
IN LARGE SCHOOL DISTRICTS

Graduate Work	Rank of Importance									
	1	2	3	4	5	6	7	8	9	10
Administration	13 38.24	2 5.88	2 5.88	- -	2 5.88	- -	- -	1 2.94	- -	- -
Curriculum	3 8.82	9 26.47	2 5.88	2 5.88	2 5.88	- -	1 2.94	- -	1 2.94	- -
Public Relations	- -	4 11.77	5 14.70	3 8.82	1 2.94	3 8.82	2 5.88	- -	1 2.94	- -
School Buildings	- -	- -	2 5.88	1 2.94	6 17.65	2 5.88	4 11.77	1 2.94	- -	1 2.94
Statistics	- -	- -	- -	1 2.94	1 2.94	- -	1 2.94	- -	2 5.88	4 11.77
Psychology	1 2.94	- -	1 2.94	1 2.94	3 8.82	2 5.88	1 2.94	3 8.82	3 8.82	3 8.82
Guidance-Testing	1 2.94	- -	- -	- -	- -	2 5.88	1 2.94	4 11.77	4 11.77	3 8.82
Sociology	- -	- -	- -	2 5.88	- -	2 5.88	2 5.88	2 5.88	2 5.88	- -

TABLE 40 (Continued)

Graduate Work	Rank of Importance									
	1	2	3	4	5	6	7	8	9	10
Finance	2 5.88	4 11.77	4 11.77	4 11.77	1 2.94	2 5.88	-	-	-	1 2.94
Supervision	-	1 2.94	3 8.82	3 8.82	1 2.94	3 8.82	2 5.88	4 11.77	1 2.94	1 2.94
Methods	-	-	-	-	1 2.94	2 5.88	4 11.77	2 5.88	3 8.82	3 8.82
History-Philosophy	-	-	-	2 5.88	1 2.94	-	-	1 2.94	2 5.88	-
Media	-	-	-	-	-	1 2.94	1 2.94	1 2.94	-	3 8.82
Law	-	-	1 2.94	1 2.94	1 2.94	1 2.94	1 2.94	-	-	-

TABLE 41

RANKING OF GRADUATE WORK AS REPORTED BY ASSOCIATE SUPERINTENDENTS  
IN TOTAL SCHOOL DISTRICTS

Graduate Work	Rank of Importance									
	1	2	3	4	5	6	7	8	9	10
Administration	30 55.56	11 20.37	5 9.26	1 1.85	3 5.56	- -	- -	1 1.85	- -	- -
Curriculum	8 14.81	15 27.78	8 14.81	9 16.67	5 9.26	2 3.70	1 1.85	2 3.70	1 1.85	- -
Public Relations	2 3.70	8 14.81	12 22.23	11 20.37	6 11.11	5 9.26	3 5.56	2 3.70	1 1.85	1 1.85
School Buildings	- -	- -	9 16.67	4 7.41	10 18.52	6 11.11	8 14.81	3 5.56	2 3.70	2 3.70
Statistics	- -	- -	- -	2 3.70	1 1.85	2 3.70	3 5.56	4 7.41	4 7.41	11 20.37
Psychology	2 3.70	- -	1 1.85	2 3.70	3 5.56	6 11.11	5 9.26	5 9.26	9 16.67	6 11.11
Guidance-Testing	1 1.85	- -	- -	- -	- -	4 7.41	5 9.26	9 16.67	5 9.26	8 14.81
Sociology	- -	- -	- -	2 3.70	1 1.85	2 3.70	3 5.56	10 18.52	9 16.67	2 3.70

TABLE 41 (Continued)

Graduate Work	Rank in Importance									
	1	2	3	4	5	6	7	8	9	10
Finance	6 11.11	13 24.07	10 18.51	9 16.67	6 11.11	3 5.56	1 1.85	- -	1 1.85	2 3.70
Supervision	2 3.70	6 11.11	6 11.11	6 11.11	7 12.96	7 12.96	3 5.56	4 7.41	3 5.56	3 5.56
Methods	- -	- -	1 1.85	2 3.70	5 9.26	7 12.96	8 14.81	2 3.70	4 7.41	3 5.56
History-Philosophy	- -	- -	- -	2 3.70	2 3.70	1 1.85	5 9.26	2 3.70	4 7.41	3 5.56
Media	- -	- -	- -	1 1.85	- -	3 5.56	2 3.70	3 5.56	4 7.41	6 11.11
Law	3 5.56	1 1.85	2 3.70	3 5.56	5 9.26	2 3.70	2 3.70	- -	- -	- -



An examination of the responses reported in the questionnaire showed that course rankings reflected job responsibilities.

Evaluation of graduate program by associate superintendents. The respondents' evaluation of their graduate program was shown in Table 42. Sixteen or 29.63 percent evaluated their programs as "excellent," and twenty-eight or 51.85 percent reported a "good" evaluation. Nine or 16.67 percent rated their programs as "fair" and only one or 1.85 percent evaluated his program "poor."

A study of the questionnaires revealed graduate programs were considered much more effective than undergraduate degrees in training for the associate superintendency.

Areas in which more formal training is needed. The recordings in Table 43 showed the areas in which the associate superintendents indicated a need for more formal training. Finance was listed by seventeen or 31.48 percent of the respondents as the area most needed. Eleven or 20.37 percent reported school law as the area in which more formal training was needed. Other areas indicated for additional aid were public relations, by six or 11.11 percent; business administration, by five or 9.26 percent; curriculum, by four or 7.41 percent; buildings and grounds, philosophy, practice by two or 3.70 percent each and public speaking by one or 1.85 percent. Four or 7.41 percent of the respondents listed no area of need.

TABLE 42

## EVALUATION OF GRADUATE PROGRAMS BY ASSOCIATE SUPERINTENDENTS

Evaluation	Medium School Districts	Large School Districts	Total School Districts
Excellent	9 26.47	7 35.00	16 29.63
Good	18 52.94	10 50.00	28 51.85
Fair	6 17.65	3 15.00	9 16.67
Poor	1 2.94	- -	1 1.85
Total	34	20	54
Total	100.00	100.00	100.00

TABLE 43

## AREAS IN WHICH MORE FORMAL TRAINING IS NEEDED

Area	Medium School Districts	Large School Districts	Total School Districts
Philosophy	1 2.94	1 5.00	2 3.70
School Law	8 23.53	3 15.00	11 20.37
Finance	13 38.24	4 20.00	17 31.48
Business Administration	5 14.71	- -	5 9.26
Public Relations	2 5.88	4 20.00	6 11.11
Curriculum	- -	4 20.00	4 7.41
Buildings-Grounds	- -	2 10.00	2 3.70
Public Speaking	- -	1 5.00	1 1.85

TABLE 43 (Continued)

Area	Medium School Districts	Large School Districts	Total School Districts
Practice	1 2.94	1 5.00	2 3.70
None	4 11.76	- -	4 7.41

A study of the results indicated the areas in which more formal training was needed depended upon present job responsibilities or duties.

Professional job responsibilities of associate superintendents in medium school districts, ranked in order of time allocated. Data recorded in Table 44 showed the ranking of professional job responsibilities on a scale of one through ten by the associate superintendents of medium size school districts. Curriculum development was ranked first by ten or 29.41 percent of the respondents, second by four or 11.77 percent and third by two or 5.88 percent. Personnel was ranked first by nine or 26.47 percent, second by two or 5.88 percent and third by three or 8.82 percent. Buildings and grounds and in-service were given a rank of 1, 2, or 3 by at least ten of the respondents. Integration and media received no rating above five. Testing was listed in the top ten responsibilities by only four persons, however, it was consistently checked as a job responsibility.

TABLE 44

PROFESSIONAL JOB RESPONSIBILITIES OF ASSOCIATE SUPERINTENDENTS  
IN MEDIUM SCHOOL DISTRICTS, RANKED IN ORDER OF TIME ALLOCATED

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Board of Education Relations	2 5.88	1 2.94	2 5.88	1 2.94	7 20.59	1 2.94	4 11.77	1 2.94	1 2.94	-
Buildings and Grounds	3 8.82	6 17.65	1 2.94	2 5.88	-	1 2.94	1 2.94	1 2.94	1 2.94	-
Certification	1 2.94	5 14.70	1 2.94	2 5.88	-	2 5.88	1 2.94	1 2.94	-	-
Classroom Supervision	-	1 2.94	-	1 2.94	1 2.94	2 5.88	-	1 2.94	1 2.94	1 2.94
Curriculum Development	10 29.41	4 11.77	2 5.88	1 2.94	1 2.94	2 5.88	2 5.88	1 2.94	-	1 2.94
Exceptional Children	-	2 5.88	2 5.88	-	2 5.88	2 5.88	-	-	2 5.88	1 2.94

TABLE 44 (Continued)

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Federal Programs	1 2.94	2 5.88	1 2.94	1 2.94	1 2.94	2 5.88	-	5 14.70	-	3 8.82
Finance	6 17.65	2 5.88	3 8.82	2 5.88	1 2.94	4 11.77	2 5.88	-	2 5.88	1 2.94
Food Service	-	1 2.94	1 2.94	-	2 5.88	-	3 8.82	-	-	-
In-Service	-	4 11.77	7 20.59	2 5.88	3 8.82	-	1 2.94	1 2.94	-	-
Integration	-	-	-	-	-	-	-	1 2.94	3 8.82	1 2.94
Media	-	-	-	-	-	-	3 8.82	3 8.82	3 8.82	1 2.94
Personnel	9 26.47	2 5.88	3 8.82	2 5.88	-	3 8.82	-	1 2.94	-	2 5.88
Principal/Supervisor Relations	1 2.94	1 2.94	3 8.82	4 11.77	4 11.77	3 8.82	3 8.82	3 8.82	-	-

TABLE 44 (Continued)

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Public Relations	-	-	2	5	2	1	5	2	-	3
	-	-	5.88	14.70	5.88	2.94	14.70	5.88	-	8.82
Special Programs	1	-	-	3	2	-	3	4	-	-
	2.94	-	-	8.82	5.88	-	8.82	11.77	-	-
Testing	-	-	-	1	-	2	-	-	-	1
	-	-	-	2.94	-	5.88	-	-	-	2.94
Textbooks	-	-	-	1	1	-	-	1	1	5
	-	-	-	2.94	2.94	-	-	2.94	2.94	14.70
Transportation	-	1	2	2	1	3	1	-	-	1
	-	2.94	5.88	5.88	2.94	8.82	2.94	-	-	2.94
Vocational Education	-	-	1	-	3	3	1	1	5	-
	-	-	2.94	-	8.82	8.82	2.94	2.94	14.70	-



Professional job responsibilities of associate superintendents in large school districts, ranked in order of time allocated. The ranking of the top ten professional job responsibilities by the associate superintendents of large school districts is recorded in Table 45. Personnel was ranked first by seven or 35.00 percent of the respondents in this group, ranked second by one or 5.00 percent, and ranked third by none. Curriculum development was ranked first by three or 15.00 percent, second by six or 30.00 percent and third by one or 5.00 percent. Finance was ranked first by four or 20.00 percent and second by one or 5.00 percent. Principal/supervisor relations was listed in the top five by twelve or 60.00 percent of the associate superintendents in large districts. In-service and board of education relations were two areas that consistently received rankings from one to five. Other areas received widespread ratings by this group of respondents.

Professional job responsibilities of associate superintendents in total school districts, ranked in order of time allocated. Table 46 data showed the ranking of professional job responsibilities by all of the respondents. Personnel was ranked first by 16 or 29.63 percent of the respondents. Curriculum development was ranked first by 13 or 24.07 percent and was ranked second by 10 or 29.41 percent. Finance was ranked first by 8 or 14.81 percent.

TABLE 45

PROFESSIONAL JOB RESPONSIBILITIES OF ASSOCIATE SUPERINTENDENTS  
IN LARGE SCHOOL DISTRICTS, RANKED IN ORDER OF TIME ALLOCATED

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Board of Education Relations	1 5.00	3 15.00	1 5.00	1 5.00	1 5.00	4 20.00	1 5.00	2 10.00	1 5.00	2 10.00
Buildings and Grounds	-	2 10.00	1 5.00	-	-	1 5.00	1 5.00	-	-	-
Certification	-	2 10.00	2 10.00	-	1 5.00	2 10.00	1 5.00	-	-	-
Classroom Supervision	-	-	2 10.00	-	-	-	-	1 5.00	-	1 5.00
Curriculum Development	3 15.00	6 30.00	1 5.00	-	2 10.00	-	-	-	-	-
Exceptional Children	-	-	2 10.00	1 5.00	1 5.00	1 5.00	4 20.00	-	2 10.00	1 5.00

TABLE 45 (Continued)

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Federal Programs	1 5.00	1 5.00	2 10.00	1 5.00	- -	2 10.00	1 5.00	2 10.00	1 5.00	1 5.00
Finance	4 20.00	1 5.00	- -	- -	- -	- -	1 5.00	- -	3 15.00	1 5.00
Food Service	- -	- -	- -	2 10.00	- -	1 5.00	- -	- -	- -	2 10.00
In-Service	2 10.00	1 5.00	2 10.00	1 5.00	3 15.00	1 5.00	1 5.00	2 10.00	- -	- -
Integration	- -	- -	1 5.00	- -	- -	- -	- -	2 10.00	- -	1 5.00
Media	- -	- -	- -	- -	- -	1 5.00	1 5.00	2 10.00	1 5.00	- -
Personnel	7 35.00	1 5.00	- -	- -	1 5.00	- -	1 5.00	- -	1 5.00	- -
Principal/Supervisor Relations	2 10.00	2 10.00	2 10.00	5 25.00	1 5.00	1 5.00	1 5.00	- -	1 5.00	- -

TABLE 45 (Continued)

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Public Relations	-	-	-	4	3	3	1	2	1	-
	-	-	-	20.00	15.00	15.00	5.00	10.00	5.00	-
Special Programs	-	-	1	3	3	-	2	1	1	1
	-	-	5.00	15.00	15.00	-	10.00	5.00	5.00	5.00
Testing	-	-	-	-	1	-	1	-	2	4
	-	-	-	-	5.00	-	5.00	-	10.00	20.00
Textbooks	-	-	-	-	-	-	-	2	1	-
	-	-	-	-	-	-	-	10.00	5.00	-
Transportation	-	1	-	2	-	-	-	1	-	1
	-	5.00	-	10.00	-	-	-	5.00	-	5.00
Vocational Education	-	-	-	1	-	3	1	1	1	2
	-	-	-	5.00	-	15.00	5.00	5.00	5.00	10.00

TABLE 46

PROFESSIONAL JOB RESPONSIBILITIES OF ASSOCIATE SUPERINTENDENTS  
IN TOTAL SCHOOL DISTRICTS, RANKED IN ORDER OF TIME ALLOCATED

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Board of Education Relations	3 5.56	4 7.41	3 5.56	2 3.70	8 14.81	5 9.26	5 9.26	3 5.56	2 3.70	2 3.70
Buildings and Grounds	3 5.56	8 14.81	2 3.70	2 3.70	- -	2 3.70	2 3.70	1 1.85	1 1.85	- -
Certification	1 1.85	7 12.96	3 5.56	2 3.70	1 1.85	4 7.41	2 3.70	1 1.85	- -	- -
Classroom Supervision	- -	1 1.85	2 3.70	1 1.85	1 1.85	2 3.70	- -	2 3.70	1 1.85	2 3.70
Curriculum Development	13 24.07	10 18.52	3 5.56	1 1.85	3 5.56	2 3.70	2 3.70	1 1.85	- -	1 1.85
Exceptional Children	- -	2 3.70	4 7.41	1 1.85	3 5.56	3 5.56	4 7.41	- -	4 7.41	2 3.70

TABLE 46 (Continued)

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Federal Programs	2 3.70	3 5.56	3 5.56	2 3.70	1 1.85	4 7.41	1 1.85	7 12.96	1 1.85	4 7.41
Finance	8 14.81	3 5.56	3 5.56	2 3.70	1 1.85	4 7.41	3 5.56	-	5 9.26	2 3.70
Food Service	-	1 1.85	1 1.85	2 3.70	2 3.70	1 1.85	3 5.56	-	-	2 3.70
In-Service	2 3.70	5 9.26	9 16.67	3 5.56	6 11.11	1 1.85	2 3.70	3 5.56	-	-
Integration	-	-	1 1.85	-	-	-	-	3 5.56	3 5.56	2 3.70
Media	-	-	-	-	-	1 1.85	4 7.41	5 9.26	4 7.41	1 1.85
Personnel	16 29.63	3 5.56	3 5.56	2 3.70	1 1.85	3 5.56	1 1.85	1 1.85	1 1.85	2 3.70
Principal/Supervisor Relations	3 5.56	3 5.56	5 9.26	9 16.67	5 9.26	4 7.41	4 7.41	3 5.56	1 1.85	-

TABLE 46 (Continued)

Job Responsibilities	Rank in Order of Time Allocated									
	1	2	3	4	5	6	7	8	9	10
Public Relations	-	-	2	9	5	4	6	4	1	3
	-	-	3.70	16.67	9.26	7.41	11.11	7.41	1.85	5.56
Special Programs	1	-	1	6	5	-	5	5	1	1
	1.85	-	1.85	11.11	9.26	-	9.26	9.26	1.85	1.85
Testing	-	-	-	1	1	2	1	-	2	5
	-	-	-	1.85	1.85	3.70	1.85	-	3.70	9.26
Textbooks	-	-	-	1	1	-	-	3	2	5
	-	-	-	1.85	1.85	-	-	5.56	3.70	9.26
Transportation	-	2	2	4	1	3	1	1	-	2
	-	3.70	3.70	7.41	1.85	5.56	1.85	1.85	-	3.70
Vocational Education	-	-	1	1	3	6	2	2	6	2
	-	-	1.85	1.85	5.56	11.11	3.70	3.70	11.11	3.70

Media was not ranked in the top five and integration appeared only once in the top seven with a number three rating by only one or 1.85 percent of the total respondents. Testing or textbooks were not ranked in the top three by any respondent.

The job responsibilities ranked in the top ten more than thirty times included principal/supervisor relations, board of education relations, curriculum development, public relations, personnel, finance and in-service. Integration appeared least often as the leading job responsibility, but classroom supervision, food service, testing and textbooks were mentioned only twelve times in the top ten. All areas of job responsibilities received ratings on the scale of one through ten.

Provisions made for the improvement of instruction by the associate superintendents of medium school districts, ranked in order of significance. As noted in Table 47, the most frequently utilized methods for the improvement of instruction by associate superintendents in medium districts were in-service programs and curriculum development. Each of these was ranked number one by twelve or 35.29 percent of the medium school district respondents. Making provisions for self-study was another popular area listed in the top three rankings by eighteen or 52.94 percent of those associate superintendents involved in improving instruction. Planned teacher interclassroom visitation was the least used



TABLE 47

PROVISIONS MADE FOR THE IMPROVEMENT OF INSTRUCTION  
 BY THE ASSOCIATE SUPERINTENDENTS OF MEDIUM SCHOOL  
 DISTRICTS, RANKED IN ORDER OF SIGNIFICANCE

Provisions Made	Rank in Order of Significance								
	1	2	3	4	5	6	7	8	NONE
In-Service	12 35.29	7 20.59	5 14.70	- -	1 2.94	- -	- -	- -	9 26.47
Library Resources	1 2.94	- -	1 2.94	3 8.82	5 14.70	6 17.65	2 5.88	1 2.94	15 44.12
Curriculum Development	12 35.29	7 20.59	- -	- -	3 8.82	- -	- -	- -	12 35.29
Classroom Visitation	- -	1 2.94	3 8.82	2 5.88	1 2.94	5 14.70	5 14.70	2 5.88	15 44.12
Research	1 2.94	2 5.88	2 5.88	4 11.77	1 2.94	2 5.88	2 5.88	7 20.59	13 38.24
Self-Study	2 5.88	7 20.59	9 26.47	3 8.82	2 5.88	1 2.94	- -	- -	10 29.41
Course Work	- -	2 5.88	3 8.82	6 17.65	2 5.88	2 5.88	3 8.82	2 5.88	14 41.18
Teacher Inter-Classroom Visitation	- -	- -	1 2.94	5 14.70	4 11.77	1 2.94	3 8.82	3 8.82	17 50.00

method reported. Though not listed in the table, it is interesting to note that nine of the thirty-four associate superintendents in medium school districts made no provision for the improvement of instruction. Responses in the questionnaires indicated the job responsibilities of these nine respondents were in the areas of fiscal and business affairs or buildings and maintenance.

Provisions made for the improvement of instruction by the associate superintendents of large school districts, ranked in order of significance. Rankings listed in Table 48 showed that provisions made for in-service was the most frequently used method for the improvement of instruction by associate superintendents in large school districts. Seven or 35.00 percent of these respondents indicated in-service was number one. Curriculum development was ranked second most significant. Other areas had scattered rankings throughout the table. Six of the associate superintendents in large school districts had non-instructional job responsibilities and therefore made no provisions for the improvement of instruction.

TABLE 48

PROVISIONS MADE FOR THE IMPROVEMENT OF INSTRUCTION  
 BY THE ASSOCIATE SUPERINTENDENTS OF LARGE SCHOOL  
 DISTRICTS, RANKED IN ORDER OF SIGNIFICANCE

Provisions Made	Rank in Order of Significance								
	1	2	3	4	5	6	7	8	NONE
In-Service	7 35.00	3 15.00	1 5.00	1 5.00	- -	1 5.00	- -	- -	7 35.00
Library Resources	- -	- -	2 10.00	1 5.00	2 10.00	2 10.00	4 20.00	1 5.00	8 40.00
Curriculum Development	2 10.00	6 30.00	1 5.00	1 5.00	1 5.00	- -	- -	1 5.00	8 40.00
Classroom Visitation	2 10.00	1 5.00	3 15.00	- -	3 15.00	2 10.00	1 5.00	1 5.00	7 35.00
Research	- -	1 5.00	3 15.00	2 10.00	- -	- -	2 10.00	4 20.00	8 40.00
Self-Study	1 5.00	1 5.00	3 15.00	2 10.00	1 5.00	4 20.00	- -	- -	8 40.00
Course Work	1 5.00	1 5.00	- -	2 10.00	2 10.00	2 10.00	1 5.00	2 10.00	9 45.00
Teacher Inter-Classroom Visitation	1 5.00	- -	1 5.00	4 20.00	4 20.00	- -	2 10.00	1 5.00	7 35.00

Provisions made for the improvement of instruction by the associate superintendents of total school districts, ranked in order of significance. Data in Table 49 showed that in-service was ranked the number one means for the improvement of instruction by 19 or 35.19 percent of all associate superintendents. In addition, 10 or 18.52 percent ranked in-service number two. The next most popular means for the improvement of instruction listed by the respondents was curriculum development; 14 or 29.93 percent ranked it number one and 13 or 24.07 percent ranked it number two. Provisions made for self-study was listed first by three or 5.56 percent, and second by eight or 14.82 percent. Other areas had scattered rankings. It should be noted that fifteen or 27.78 percent of the associate superintendents made no provisions for the improvement of instruction but indicated on the questionnaire that their job responsibilities were in the areas of fiscal and business affairs or buildings and maintenance.

Involvement of associate superintendents with boards of education. According to information reported in Table 50, associate superintendents in North Carolina were involved with boards of education on a regular basis. Fifty-one or 94.44 percent of the respondents indicated they met regularly with their boards of education. The remaining three or 5.56 percent reported meeting with the board only upon request. There was no significant difference between the percentage

TABLE 49

PROVISIONS MADE FOR THE IMPROVEMENT OF INSTRUCTION  
 BY THE ASSOCIATE SUPERINTENDENTS OF TOTAL SCHOOL  
 DISTRICTS, RANKED IN ORDER OF SIGNIFICANCE

Provisions Made	Rank in Order of Significance								
	1	2	3	4	5	6	7	8	NONE
In-Service	19 35.19	10 18.52	6 11.11	1 1.85	1 1.85	1 1.85	- -	- -	16 29.63
Library Resources	1 1.85	- -	3 5.56	4 7.41	7 12.96	8 14.82	6 11.11	2 3.70	23 42.59
Curriculum Development	14 25.93	13 24.07	1 1.85	1 1.85	4 7.41	- -	- -	1 1.85	20 37.04
Classroom Visitation	2 3.70	2 3.70	6 11.11	2 3.70	4 7.41	7 12.96	6 11.11	3 5.56	22 40.74
Research	1 1.85	3 5.56	5 9.26	6 11.11	1 1.85	2 3.70	4 7.41	11 20.37	21 38.89
Self-Study	3 5.56	8 14.82	12 22.22	5 9.26	3 5.56	5 9.26	- -	- -	19 35.19
Course Work	1 1.85	3 5.56	3 5.56	8 14.82	4 7.41	4 7.41	4 7.41	4 7.41	23 42.59
Teacher Inter-Classroom Visitation	1 1.85	- -	2 3.70	9 16.67	8 14.82	1 1.85	5 9.26	4 7.41	24 44.44

TABLE 50

## INVOLVEMENT OF ASSOCIATE SUPERINTENDENTS WITH BOARDS OF EDUCATION

Meet with Board	Medium School Districts	Large School Districts	Total School Districts
Regularly	32 94.12	19 95.00	51 94.44
On Request	2 5.88	1 5.00	3 5.56
Never	-	-	-
Other	-	-	-
Total	34	20	54
Total	100.00	100.00	100.00

of associate superintendents meeting with boards of education in medium and large districts. It may be noted, however, that seventeen or 85.00 percent of the associate superintendents in large districts ranked board of education relations as one of their top ten job responsibilities while only twenty or 58.82 percent of those in medium districts gave it similar high rankings.

Major problems confronting associate superintendents of medium school districts, ranked in order of significance.

Data in Table 51 showed the major problems confronting associate superintendents in medium school districts of North Carolina, ranked in order of significance on a scale of one through ten. For these respondents, curriculum was the number one problem for eight or 23.53 percent. Finance and maintenance were each ranked first by five or 14.70 percent and school planning was rated the top problem by four or 11.77 percent. Problem areas most frequently ranked second in significance were finance named by five or 14.70 percent, public relations by four or 11.77 percent, and relations with teachers by four or 11.77 percent.

It is interesting to note that in 1976-77 integration was listed by only four of the thirty-four associate superintendents in medium districts as one of their ten major problems. Athletics was another problem area named by only five respondents. Other areas received a wide distribution of rankings.

TABLE 51

MAJOR PROBLEMS CONFRONTING ASSOCIATE SUPERINTENDENTS  
OF MEDIUM SCHOOL DISTRICTS, RANKED IN ORDER OF SIGNIFICANCE

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
Assessment	2 5.88	3 8.82	4 11.77	1 2.94	- -	1 2.94	- -	2 5.88	1 2.94	1 2.94
Athletics	- -	1 2.94	- -	1 2.94	1 2.94	1 2.94	1 2.94	- -	- -	- -
Curriculum	8 23.53	1 2.94	1 2.94	1 2.94	1 2.94	2 5.88	3 8.82	4 11.77	- -	- -
Discipline	- -	3 8.82	- -	2 5.88	2 5.88	4 11.77	- -	1 2.94	3 8.82	- -
Federal Programs	2 5.88	2 5.88	- -	1 2.94	- -	1 2.94	3 8.82	- -	3 8.82	3 8.82
Finance	5 14.70	5 14.70	1 2.94	5 14.70	2 5.88	1 2.94	- -	2 5.88	1 2.94	2 5.88
In-Service	- -	3 8.82	4 11.77	1 2.94	4 11.77	1 2.94	1 2.94	1 2.94	- -	1 2.94
Integration	- -	- -	2 5.88	- -	2 5.88	- -	- -	- -	- -	- -



TABLE 51 (Continued)

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
School Planning	4 11.77	2 5.88	4 11.77	2 5.88	1 2.94	2 5.88	5 14.70	2 5.88	-	2 5.88
Maintenance	5 14.70	2 5.88	1 2.94	3 8.82	1 2.94	-	1 2.94	-	1 2.94	1 2.94
Public Relations	-	4 11.77	4 11.77	4 11.77	2 5.88	3 8.82	-	2 5.88	1 2.94	1 2.94
Relations with Principal and Supervisors	2 5.88	1 2.94	6 17.65	2 5.88	5 14.70	5 14.70	-	2 5.88	-	-
Relations with Superintendent	2 5.88	-	1 2.94	2 5.88	1 2.94	1 2.94	-	-	1 2.94	1 2.94
Relations with Teachers	1 2.94	4 11.77	1 2.94	3 8.82	7 20.59	2 5.88	1 2.94	-	3 8.82	-
School-Home Relations	1 2.94	-	-	2 5.88	-	4 11.77	-	1 2.94	2 5.88	1 2.94

TABLE 51 (Continued)

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
Transportation	-	2	2	1	1	1	-	-	-	1
	-	5.88	5.88	2.94	2.94	2.94	-	-	-	2.94

Major problems confronting associate superintendents of large school districts, ranked in order of significance.

Data recorded in Table 52 showed the major problems confronting the associate superintendents in large school districts, ranked in order of significance on a scale of one through ten. Finance was considered the number one problem by four or 20.00 percent of the respondents; curriculum and relations with teachers were each ranked first by three or 15.00 percent. Federal programs and maintenance were ranked number one by two or 10.00 percent. Four or 20.00 percent rated curriculum as second in importance, in fact, curriculum was the only problem area consistently ranked in the top range of the scale. Neither athletics nor relations with superintendent appeared in the top three rankings, but most areas received a wide distribution of ratings throughout the scale.

Major problems confronting associate superintendents of total school districts, ranked in order of significance.

Data given in Table 53 showed the major problems confronting the associate superintendents from the total school districts in North Carolina, ranked in order of significance on a scale of one through ten. Curriculum was rated the most important problem area for eleven or 20.37 percent of the respondents, finance was number one for nine or 16.67 percent, and maintenance was listed first by seven or 12.96 percent. Three other areas that received noticeable

TABLE 52

MAJOR PROBLEMS CONFRONTING ASSOCIATE SUPERINTENDENTS  
OF LARGE SCHOOL DISTRICTS, RANKED IN ORDER OF SIGNIFICANCE

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
Assessment	1 5.00	2 10.00	-	2 10.00	2 10.00	2 10.00	-	2 10.00	-	-
Athletics	-	-	-	1 5.00	-	-	1 5.00	-	2 10.00	2 10.00
Curriculum	3 15.00	4 20.00	2 10.00	-	-	-	-	-	-	-
Discipline	-	1 5.00	1 5.00	-	-	1 5.00	1 5.00	1 5.00	1 5.00	1 5.00
Federal Programs	2 10.00	1 5.00	1 5.00	-	1 5.00	1 5.00	2 10.00	1 5.00	2 10.00	-
Finance	4 20.00	-	-	2 10.00	-	2 10.00	1 5.00	2 10.00	-	-
In-Service	1 5.00	-	3 15.00	-	2 10.00	-	2 10.00	-	1 5.00	-
Integration	-	1 5.00	-	-	1 5.00	1 5.00	-	-	3 15.00	1 5.00

TABLE 52 (Continued)

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
School Planning	1 5.00	2 10.00	3 15.00	4 20.00	1 5.00	-	1 5.00	1 5.00	-	-
Maintenance	2 10.00	2 10.00	2 10.00	-	1 5.00	-	-	-	-	1 5.00
Public Relations	1 5.00	-	-	1 5.00	4 20.00	2 10.00	1 5.00	1 5.00	-	1 5.00
Relations with Principals and Supervisors	1 5.00	2 10.00	1 5.00	2 10.00	1 5.00	3 15.00	-	1 5.00	-	-
Relations with Superintendent	-	-	-	2 10.00	2 10.00	-	1 5.00	-	-	1 5.00
Relations with Teachers	3 15.00	1 5.00	1 5.00	1 5.00	-	1 5.00	1 5.00	2 10.00	-	-
School-Home Relations	-	-	3 15.00	-	1 5.00	-	3 15.00	1 5.00	1 5.00	-

TABLE 52 (Continued)

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
Transportation	-	2	1	-	-	1	2	1	-	-
	-	10.00	5.00	-	-	5.00	10.00	5.00	-	-

TABLE 53

MAJOR PROBLEMS CONFRONTING ASSOCIATE SUPERINTENDENTS  
OF TOTAL SCHOOL DISTRICTS, RANKED IN ORDER OF SIGNIFICANCE

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
Assessment	3 5.56	5 9.26	4 7.41	3 5.56	2 3.70	3 5.56	-	2 3.70	3 5.56	1 1.85
Athletics	-	1 1.85	-	2 3.70	1 1.85	1 1.85	2 3.70	-	2 3.70	2 3.70
Curriculum	11 20.37	5 9.26	3 5.56	1 1.85	1 1.85	2 3.70	3 5.56	4 7.41	-	-
Discipline	-	4 7.41	1 1.85	2 3.70	2 3.70	5 9.26	1 1.85	2 3.70	4 7.41	1 1.85
Federal Programs	4 7.41	3 5.56	1 1.85	1 1.85	1 1.85	2 3.70	5 9.26	1 1.85	5 9.26	3 5.56
Finance	9 16.67	5 9.26	1 1.85	7 12.96	2 3.70	3 5.56	1 1.85	4 7.41	1 1.85	2 3.70
In-Service	1 1.85	3 5.56	7 12.96	1 1.85	6 11.11	1 1.85	3 5.56	1 1.85	1 1.85	-
Integration	-	1 1.85	2 3.70	-	3 5.56	1 1.85	-	-	3 5.56	4 7.41

TABLE 53 (Continued)

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
School Planning	5 9.26	4 7.41	7 12.96	6 11.11	2 3.70	2 3.70	6 11.11	3 5.56	-	2 3.70
Maintenance	7 12.96	4 7.41	3 5.56	3 5.56	2 3.70	-	1 1.85	-	1 1.85	2 3.70
Public Relations	1 1.85	4 7.41	4 7.41	5 9.26	6 11.11	5 9.26	1 1.85	3 5.56	1 1.85	2 3.70
Relations with Principal and Supervisors	3 5.56	3 5.56	7 12.96	4 7.41	6 11.11	8 14.82	-	3 5.56	-	-
Relations with Superintendent	2 3.70	-	1 1.85	4 7.41	3 5.56	1 1.85	1 1.85	-	1 1.85	2 3.70
Relations with Teachers	4 7.41	5 9.26	2 3.70	4 7.41	7 12.96	3 5.56	2 3.70	2 3.70	3 5.56	-
School-Home Relations	1 1.85	-	3 5.56	2 3.70	1 1.85	4 7.41	3 5.56	2 3.70	3 5.56	1 1.85



TABLE 53 (Continued)

Major Problem	Rank in Order of Significance									
	1	2	3	4	5	6	7	8	9	10
Transportation	-	4	3	1	1	2	2	1	-	1
	-	7.41	5.56	1.85	1.85	3.70	3.70	1.85	-	1.85

multiple ratings as first in importance were school planning with five or 9.26 percent, federal programs and relations with teachers with four or 7.41 percent each. A study of the table indicated athletics, integration, and relations with superintendent were rated least often at the top (one, two, three) of the scale. Other areas received widespread ratings.

Professional profile of the medium school district associate superintendent. The professional profile of the medium school district associate superintendent is one of a white, married male who has 2.21 children, is 51.03 years of age, came from a rural or small town area, and from a family that had 4.21 children.

The medium school district associate superintendent received a base salary from the State Public School Fund that was supplemented locally. He had an experience rating of eight years, held an advanced superintendent's certificate, and earned a salary of \$19,848 for twelve months work. In addition he received a mean annual local supplement of \$3,834, approximately \$1,000 for travel, and an average of \$500 for professional meeting expenses. Full-time clerical assistance was provided for the position.

The medium school district associate superintendent started his career as a teacher of science or social studies at the junior high school level and coached as his extra-curricular duty. He had eight years teaching experience in

the state of North Carolina.

The medium school district associate superintendent in North Carolina, at the age of 29.8 years, accepted a principalship as his first administrative position. He held the principalship for 11.0 years and added 3.2 years administrative experience in the assistant superintendency before he received the appointment as associate superintendent at the age of 44.0 years. The primary cause of his entering the associate superintendency was a desire for professional progress.

He held an assistant superintendency immediately prior to his present position. His future plans indicated the desire to remain an associate superintendent and he expected his current contract for two years to be renewed for four years. He liked his job and would definitely choose educational administration as a career if he had it to do over.

The medium school district associate superintendent held membership in professional organizations such as National Education Association, North Carolina Association of Educators, Superintendent's Division of NCAE, American Association of School Administrators, and Phi Delta Kappa. He had written no professional articles for publication.

He received his undergraduate degree from Western Carolina University or East Carolina University and majored in social studies or science. His graduate degree was

obtained from Appalachian State University or University of North Carolina at Chapel Hill and his graduate major was educational administration. The medium school district associate superintendent was either enrolled in a graduate course or had earned three or more graduate hours since his appointment as an associate superintendent.

He considered administration to be the most important area of his graduate work with curriculum and finance next in importance. Guidance and testing was considered the least helpful area of graduate study, while sociology, history-philosophy, statistics, and media were of little value. He evaluated his graduate program as good but expressed the need for more formal training in finance and school law.

The medium school district associate superintendent reported that his primary job responsibilities were curriculum development, personnel, and finance; however, he was generally involved in a variety of duties. He believed his assigned job responsibilities were necessary to meet the needs of the school system but he would prefer having no more than the three primary areas of responsibility.

The associate superintendent of a medium school district made provisions for the improvement of instruction through in-service activities and curriculum development.

He had direct involvement with the board of education and met with them regularly.

Curriculum, finance, and maintenance were the major problems confronting the associate superintendent in a medium school district.

The professional profile of the large school district associate superintendent. The professional profile of the large school district associate superintendent is one of a white, married male who has 2.65 children, is 47.75 years of age, came from a rural area and from a family that had 5.65 children.

The large school district associate superintendent received a base state salary that was supplemented locally. His state salary experience rating was eight years, he held an advanced superintendent's certificate, and earned \$19,848 for twelve months employment. Locally, he received a supplement of \$3,873, was provided a car for travel, had professional meeting expenses paid, and was assigned a full-time secretary.

The large school district associate superintendent started his career in public education as a senior high school teacher of science or social studies with coaching as an extracurricular duty. He gained five years experience in North Carolina as a classroom teacher, mainly in large school units.

At the age of 27.8 years he began his first administrative position as a principal. He held the principalship for five years, served as a supervisor for four years, then

was an assistant superintendent for four years before he was appointed to the associate superintendency at the approximate age of 40.8 years. The primary cause of his entering the associate superintendency was encouragement by his superiors. He held a four-year contract.

Future plans of the associate superintendents in large school districts indicated the desire to remain an associate superintendent. He liked his job and would definitely choose educational administration as a career if he had it to do again.

The large school district associate superintendent held memberships in professional organizations such as the National Education Association, the North Carolina Association of Educators, Phi Delta Kappa, American Association of School Administrators, North Carolina Association of School Administrators, and Superintendent's Division of NCAE. He read the journals of these organizations but did not write articles for publication.

He received his undergraduate degree from Appalachian State University or East Carolina University and majored in social studies, science or English. His graduate degree was obtained at the University of North Carolina at Chapel Hill and his graduate major was educational administration. The large school district associate superintendent had earned six graduate hours credit in the last five years.

He considered administration to be the most important

area of his graduate studies with curriculum and finance ranking next in importance. He evaluated his graduate program as very good but he needed more formal training in curriculum, public relations, and finance.

The large school district associate superintendent reported that his primary job responsibility was personnel. He was also often involved in finance and curriculum development. He believed his work could have been more effective if he had restricted his involvement to no more than five areas of responsibility. To provide for the improvement of instruction the large district associate superintendent planned in-service activities for teachers and directed curriculum development. He met regularly with the board of education to provide information on school programs and policies.

Curriculum, finance, maintenance, relations with teachers, and school planning were the major problems confronting the associate superintendent in large districts.

Professional profile of the total school district associate superintendent. The professional profile of the associate superintendent in the total school districts is one of a white, married male who has 2.37 children, is 50 years of age, came from a rural area and from a family that had 4.81 children.

The typical North Carolinian associate superintendent in 1976-77 received an annual state salary of \$19,848 based on

an experience rating of eight years, an advanced superintendent's certificate, and twelve months employment. In addition, he received \$3,848 as a local supplement, was either provided a car or reimbursed \$1,000 for travel, and had his expenses to professional meetings paid. A full-time secretary was provided for the position, also.

The North Carolina associate superintendent started his career in public education as a senior or junior high school teacher with coaching as an extracurricular duty. Science or social studies was the major discipline taught for an average of seven years. All his teaching experience was in North Carolina.

At the age of 29.0 years, he began his first administrative position as a principal. He held the principalship for 10 years, then served as an assistant superintendent for 4 years prior to his appointment to the associate superintendency at the age of 43 years. His primary reason for entering the associate superintendency was the desire to progress professionally.

Future plans of the North Carolina associate superintendent revealed the desire to remain in the position. He hoped his four-year contract would be renewed and he would definitely choose educational administration as a career if he had it to do over.

The associate superintendent held memberships in professional organizations such as the National Education



Association, North Carolina Association of Educators, Phi Delta Kappa, Superintendent's Division of NCAE, American Association of School Administrators, and North Carolina Association of School Administrators. He seldom wrote professional articles for publication.

He received his undergraduate degree from a North Carolina institution, either Western Carolina University, East Carolina University, or Appalachian State University and majored in social studies or science. His graduate work in educational administration was completed at the University of North Carolina at Chapel Hill prior to becoming associate superintendent. It has been five years since he was last enrolled in a graduate class.

He ranked administration as the most important area of his graduate study with curriculum and finance following next in importance. He evaluated his graduate work as good but felt he needed more formal training in finance and school law.

The North Carolina associate superintendent reported curriculum development and personnel as his major job responsibilities but his time was divided among ten or more areas of service. He made provisions for the improvement of instruction mainly through in-service planning and curriculum development. He met regularly with the board of education. He was concerned with the wide variety of duties he performed and believed his job responsibilities

should remain the same.

Curriculum, finance, maintenance, and school planning were the major problems confronting associate superintendents in North Carolina.

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to develop a professional profile of the associate superintendent of schools in North Carolina in 1976-77. This chapter presents the summary of the findings of the study in a unified professional profile of the North Carolina associate superintendent. It also contains the conclusions and recommendations of the researcher based upon data collected through a questionnaire sent to 54 associate superintendents in 49 school districts in North Carolina. There was a 100 percent return of the questionnaires.

## Summary

Data were compiled and presented in tabular form, along with an analysis and interpretation of the tables. A professional profile of the associate superintendent was developed according to school district size.

The professional profile of the associate superintendent in North Carolina in 1976-77 is one of a white, married male who has two children, is 50 years of age, came from a rural area and from a family that had five children. He started his career in public education as a senior high

school teacher of social studies or science with coaching as an extracurricular duty. After seven years of teaching experience in North Carolina, at the age of 29 years, he entered the principalship. Following ten years as a principal, he served four years as an assistant superintendent prior to receiving his appointment as an associate superintendent. The primary cause of his entering the associate superintendency was the desire to progress professionally.

His annual state salary is \$19,848 plus \$3,848 local supplement, \$1,000 or a car for travel, and expenses to professional meetings. A full-time secretary is also provided. His current contract is for four years and his future plans are to remain as an associate superintendent. He likes his work and would definitely choose educational administration as a career if he had it to do over.

The North Carolina associate superintendent held memberships in professional organizations such as the National Education Association, North Carolina Association of Educators, Phi Delta Kappa, Superintendent's Division of NCAE, American Association of School Administrators, and North Carolina Association of School Administrators.

He received his undergraduate degree from a state-supported school in North Carolina and majored in social studies or science. His graduate degree was obtained from the University of North Carolina at Chapel Hill. It has been five years since he was enrolled in a graduate class.

He holds an advanced certificate in educational administration.

He considered administration as the most important area of his graduate study with curriculum and finance important, also. He evaluated his graduate work as good but expressed the need for more formal training in finance and school law.

The North Carolina associate superintendent reported curriculum development and personnel as his major job responsibilities. He made provision for the improvement of instruction through in-service planning and curriculum development. He had direct involvement with the board of education in regularly scheduled board meetings. He was concerned with the wide variety of duties he performed but felt his job responsibilities should remain the same.

Curriculum, finance, maintenance, and school planning were the major problem areas confronting the typical associate superintendent in North Carolina.

### Conclusions

As a result of an analysis of the data collected in this study, the following conclusions were reached.

1. Women and minority races are rarely found in the associate superintendency in North Carolina. Only 1.85 percent was female and 11.76 percent minorities.
2. North Carolina associate superintendents grew up in rural areas in North Carolina.

3. Associate superintendents working in large school districts tend to have larger families than those working in medium districts.
4. This study indicated the youngest child in the family does not become an associate superintendent in a large school district.
5. The large school districts tended to employ younger men as associate superintendents than the medium school districts.
6. All North Carolina associate superintendents had classroom teaching experience.
7. North Carolina associate superintendents had the majority of their teaching experience at the secondary level.
8. There was a greater number of North Carolina associate superintendents who had taught social studies than any other discipline while a classroom teacher.
9. North Carolina associate superintendents had their public school experience in North Carolina.
10. Associate superintendents considered coaching to be an extracurricular responsibility.
11. A majority of associate superintendents had less than ten years teaching experience before entering administration.
12. North Carolina associate superintendents had the

majority of their administrative experience in the principalship.

13. A majority of the associate superintendents in North Carolina held the position of assistant superintendent immediately prior to their present position.
14. A majority of North Carolina associate superintendents were between the ages of 45 and 55 when they received their first appointment as an associate superintendent.
15. The desire to progress professionally and encouragement by superiors were the primary causal factors for becoming associate superintendents.
16. Most current contracts of North Carolina associate superintendents in large districts were for four years while those in medium districts were for two years.
17. The majority of North Carolina associate superintendents plan to remain associate superintendents.
18. Eighty percent of the North Carolina associate superintendents would choose educational administration as a career if they had it to do over.
19. The majority of North Carolina associate superintendents were paid on a certificate experience rating of eight years with an advanced certificate.
20. All associate superintendents in North Carolina

had master's degrees and one-fourth of them had earned doctor's degrees.

21. Only two associate superintendents in North Carolina received no local supplement to the base salary schedule. All associate superintendents in large school districts received a local supplement.
22. A majority of the associate superintendents received either an allocation for travel or were provided a car.
23. Most professional meeting expenses of North Carolina associate superintendents were paid by the local unit.
24. Thirteen percent of the associate superintendents reported having some professional membership dues paid by the school district. Most frequently it was for membership in the American Association of School Administrators.
25. A majority of the associate superintendents have their own full-time clerical assistance.
26. North Carolina associate superintendents salaries were below the national mean when compared to ERS studies.
27. North Carolina associate superintendents most frequently obtained their undergraduate degrees from colleges in North Carolina.



28. There were more graduate degrees obtained from the University of North Carolina at Chapel Hill than any other school listed by North Carolina associate superintendents.
29. A majority of associate superintendents had earned graduate credit since being appointed an associate superintendent.
30. A majority of associate superintendents rated their graduate program as good or excellent.
31. Subjects considered most helpful to associate superintendents were administration, curriculum, and finance.
32. Finance and school law were areas in which more formal training was needed by associate superintendents.
33. The major professional organizations to which associate superintendents belonged were the National Education Association, The North Carolina Association of Educators, Phi Delta Kappa, Superintendent's Division of NCAE, American Association of School Administrators, and North Carolina Association of School Administrators.
34. Personnel, curriculum development, finance, and buildings and grounds were the major job responsibilities reported by associate superintendents in North Carolina.

35. A majority of the associate superintendents made provisions for the improvement of instruction through in-service programs for teachers and curriculum development.
36. Involvement with boards of education on a regular basis was part of the job of North Carolina associate superintendents.
37. Major problems confronting associate superintendents were curriculum, finance, school planning, maintenance, and relations with principals and supervisors.

#### Recommendations

1. The graduate programs for training school administrators should offer additional courses dealing with school law and finance.
2. Effective action should be taken to assure women equal access to the associate superintendency. School boards should actively recruit capable women when vacancies occur.
3. The State Board of Education should allot positions for associate superintendents on a per pupil basis rather than by enrollment classification in order to have a more equitable distribution of funds.
4. A study comparing the responsibilities of the

assistant superintendent and the associate superintendent in North Carolina should be made to provide clearer specifications for each position as a basis for the salary differential.

5. A study should be made to investigate the specific reasons given by superintendents and boards of education for selection of associate superintendents as an aid to persons aspiring to appointment.
6. A historical study of the associate superintendency in North Carolina should be made.
7. A future study should be made to determine if any change has occurred in the professional profile of the North Carolina associate superintendent.

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APPENDIX A  
LETTER OF TRANSMITTAL

THOMASVILLE CITY SCHOOLS

Thomasville, North Carolina 27360

188

OFFICE OF SUPERINTENDENT

January 20, 1977

Dear

I am making a study of the associate superintendents of schools in the state of North Carolina for the 1976-77 school year. The data collected will be used in my doctoral dissertation at the University of North Carolina at Greensboro.

I realize how very busy you are, but I must have your help if this study is to be successful. I would appreciate your completing the enclosed questionnaire and returning it to me in the self-addressed, stamped envelope as soon as possible. The anonymity of your response will be strictly preserved. Data will be analyzed only in relation to the group of participants, not in relation to any individual participant. I assure you no specific individual or specific school system will be identified in the study.

Thank you very much for your help and cooperation.

Sincerely,

Clarice E. Rains  
Administrative Assistant  
THOMASVILLE CITY SCHOOLS

CER/eh

Enclosure

APPENDIX B  
QUESTIONNAIRE

A PROFESSIONAL PROFILE OF ASSOCIATE SUPERINTENDENTS  
OF SCHOOLS IN NORTH CAROLINA IN 1976-77

Questionnaire

GENERAL INFORMATION:

1. Name \_\_\_\_\_
2. Title \_\_\_\_\_
3. Name of School District \_\_\_\_\_
4. Address of School District \_\_\_\_\_
5. Annual Salary: \$ \_\_\_\_\_

Source of Funds      State \_\_\_\_\_ %      Local \_\_\_\_\_ %      Federal \_\_\_\_\_

Annual Supplement: \$ \_\_\_\_\_

Are you paid extra for travel?      Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, mileage @ \_\_\_\_\_ ¢/mile or allocated \$ \_\_\_\_\_ per year

Are you reimbursed for expenses of professional meetings, conferences, etc.?      Yes \_\_\_\_\_ No \_\_\_\_\_ Some of the time \_\_\_\_\_

Give approximate annual reimbursement: \$ \_\_\_\_\_

Are your professional membership fees paid by the system?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, give approximate annual cost: \$ \_\_\_\_\_

Are you given fringe benefits other than those provided for teachers?      Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what benefits and what amount is expended for such benefits:

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

6. Clerical assistance provided your position:  
\_\_\_\_\_ Full time      \_\_\_\_\_ Half time      \_\_\_\_\_ Shared with \_\_\_\_\_ others      \_\_\_\_\_ None  
(Number of)

PERSONAL CHARACTERISTICS:

7. Age:      \_\_\_\_\_ 20-29 yrs.      \_\_\_\_\_ 40-49 yrs.      \_\_\_\_\_ 60 yrs. up  
                  \_\_\_\_\_ 30-39 yrs.      \_\_\_\_\_ 50-59 yrs.
8. Sex:      \_\_\_\_\_ Male      \_\_\_\_\_ Female
9. Race:      \_\_\_\_\_ Black      \_\_\_\_\_ White      \_\_\_\_\_ Indian
10. Marital Status:      \_\_\_\_\_ Married      \_\_\_\_\_ Single      \_\_\_\_\_ Divorced      \_\_\_\_\_ Widowed  
                          \_\_\_\_\_ Separated
11. Number of children \_\_\_\_\_
12. Number of brothers and sisters you have \_\_\_\_\_  
Indicate your position among those children (first, second, etc.)  
\_\_\_\_\_

13. Type of community in which you spent most of your life prior to enrolling in college. Check type and size which best describes your home community:

Type:

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/> Rural      | <input type="checkbox"/> Under 2,500 in population      |
| <input type="checkbox"/> Town       | <input type="checkbox"/> 2,500 to 9,999 in population   |
| <input type="checkbox"/> Small City | <input type="checkbox"/> 10,000 to 49,999 in population |
| <input type="checkbox"/> City       | <input type="checkbox"/> 50,000 to 99,999 in population |
| <input type="checkbox"/> Large City | <input type="checkbox"/> 100,000 or more in population  |

PROFESSIONAL EXPERIENCE:

14. Total years of classroom teaching experience:

- |                               |                                     |
|-------------------------------|-------------------------------------|
| <input type="checkbox"/> none | <input type="checkbox"/> 10-12      |
| <input type="checkbox"/> 1-3  | <input type="checkbox"/> 13-15      |
| <input type="checkbox"/> 4-6  | <input type="checkbox"/> 16-18      |
| <input type="checkbox"/> 7-9  | <input type="checkbox"/> 19 or more |

How many of these were in N. C.? \_\_\_\_\_

15. Give the number of years teaching experience by grade level:

- |  |  |
|--|--|
| <input type="checkbox"/> Elementary (K-6)  | <input type="checkbox"/> High School (10-12) |
| <input type="checkbox"/> Junior High (7-9) | <input type="checkbox"/> Other               |

16. In what major discipline did you teach while a classroom teacher?

- |   |   |
|---|---|
| <input type="checkbox"/> Math           | <input type="checkbox"/> English            |
| <input type="checkbox"/> Science        | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Other _____        |
- (Please specify)

17. What extra-curricular sponsorship did you have as a classroom teacher?

- |  |  |
|--|--|
| <input type="checkbox"/> Coach           | <input type="checkbox"/> Club Sponsor      |
| <input type="checkbox"/> Student Council | <input type="checkbox"/> Student Newspaper |
| <input type="checkbox"/> Class Sponsor   | <input type="checkbox"/> Other _____       |
- (Please specify)

18. What was the nature of your first administrative position?

- |  |   |
|--|---|
| <input type="checkbox"/> Assistant Principal | <input type="checkbox"/> Assistant Superintendent |
| <input type="checkbox"/> Principal           | <input type="checkbox"/> Superintendent           |
| <input type="checkbox"/> Supervisor/Director | <input type="checkbox"/> Other _____              |
- (Please specify)

19. At what age were you employed in your first administrative position? \_\_\_\_\_

20. Indicate the number of years spent in each position (include 1976-77).

- |  |   |
|--|---|
| <input type="checkbox"/> Assistant Principal | <input type="checkbox"/> Assistant Superintendent |
| <input type="checkbox"/> Principal           | <input type="checkbox"/> Associate Superintendent |
| <input type="checkbox"/> Supervisor/Director | <input type="checkbox"/> Superintendent           |
|  | <input type="checkbox"/> Other _____              |
- (Please specify)

21. At what age were you first employed as associate superintendent?  
\_\_\_\_\_

22. What full time work experience have you had outside the field of education? (Please list only those jobs held one year or more.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23. What was the primary factor that influenced you to become an assistant/associate Superintendent? (Check only one.)

- Encouraged by superior(s)  
 Desire to progress professionally  
 Desire for more money  
 Desire for an administrative position  
 Other \_\_\_\_\_

(Please specify)

24. On the line at the end of this question, please trace your career pattern in different educational positions starting with your first position. For each position, write the corresponding letter and after each letter, indicate the size of the district by numbering according to the scale given:

- |                             |  |
|-----------------------------|--|
| a. Classroom Teacher        | 1. Small District (less than 5,000 pupils)           |
| b. Assistant Principal      | 2. Medium District (between 5,000 and 11,999 pupils) |
| c. Principal                | 3. Large District (over 12,000 pupils)               |
| d. Supervisor/Director      |  |
| e. Assistant Superintendent |  |
| f. Associate Superintendent |  |
| g. Superintendent           |  |
| h. Other _____              |  |

(Please specify)

Example: A person who went directly from being a teacher in a medium-size school district to a principal in a small district to a director in a medium-size district to an assistant superintendent in a large district would be shown as: a2 - c1 - d2 - e3.

Your career pattern \_\_\_\_\_

25. What position did you hold immediately before your present position? \_\_\_\_\_

26. What are your professional plans for the future?

- Remain as an associate superintendent  
 Enter into the superintendency  
 Enter into college teaching  
 Enter into college administration  
 Enter into another field (Please specify) \_\_\_\_\_  
 Other (Please specify) \_\_\_\_\_

27. What is the length, in years, of the full term of your present contract? \_\_\_\_\_





35. Indicate the college course-work areas that you consider to be the most important to an assistant/associate superintendent: (Rank in order of importance, 1 = most important, 14 = least important.)

- |   |   |
|---|---|
| <input type="checkbox"/> Administration     | <input type="checkbox"/> Sociology          |
| <input type="checkbox"/> Curriculum         | <input type="checkbox"/> Finance            |
| <input type="checkbox"/> Public Relations   | <input type="checkbox"/> Supervision        |
| <input type="checkbox"/> School Buildings   | <input type="checkbox"/> Methods            |
| <input type="checkbox"/> Statistics         | <input type="checkbox"/> History-Philosophy |
| <input type="checkbox"/> Psychology         | <input type="checkbox"/> Media              |
| <input type="checkbox"/> Guidance & Testing | <input type="checkbox"/> Other _____        |
- (Please specify)

36. How would you evaluate your program of graduate studies as preparation for the assistant/associate superintendency?

- Excellent     Good     Fair     Poor

37. List the areas in the field of education, or any field, in which you felt you needed more formal training before you began serving as an assistant/associate superintendent.

---

PROFESSIONAL RESPONSIBILITIES

38. What are your professional job responsibilities? (Rank in order of time allocated, 1 = most time allocated, 2 = next most, etc.) (Then, rank the items in order of time that should be allocated, 1 = most time, etc.)

What you do	What should be	
_____	_____	Board of Education Relations
_____	_____	Building and Grounds (Maintenance)
_____	_____	Certification
_____	_____	Classroom Supervision
_____	_____	Curriculum Development
_____	_____	Exceptional Children
_____	_____	Federal Programs
_____	_____	Finance
_____	_____	Food Service
_____	_____	In-Service/Staff Development
_____	_____	Integration
_____	_____	Media (Library, Audio-Visual, etc.)
_____	_____	Personnel Selection
_____	_____	Principal and Supervisor Relations
_____	_____	Public Relations
_____	_____	Special Programs
_____	_____	Testing
_____	_____	Textbooks
_____	_____	Transportation
_____	_____	Vocational Education
_____	_____	Other _____

(Please specify)

39. What provisions do you make for the improvement of instruction? (Rank only those items that apply in order of time allocated, 1 = most time allocated, 2 = next, etc.) (Then rank in order of what should be done, 1 = most time, 2 = next, etc.)

What you do	What should be
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- In-service program
- Library resources for professional development
- Organizing committees to study curriculum and instructional problems
- Planned classroom visitation
- Research
- School self-evaluation
- Teacher attendance in extension and summer class
- Teacher inter-classroom visitation
- Other \_\_\_\_\_  
(Please specify)

40. How are you involved in Board of Education relations?

- \_\_\_ Meet regularly with board at scheduled meetings
- \_\_\_ Meet with board only upon request of superintendent
- \_\_\_ Never involved
- \_\_\_ Other \_\_\_\_\_  
(Please specify)

41. In what areas do major problems confront you as an associate superintendent? (Rank only those items that apply in order of significance, 1 = most significant, 2 = next to most significant, etc.)

- \_\_\_ Assessment
- \_\_\_ Athletics
- \_\_\_ Curriculum
- \_\_\_ Discipline
- \_\_\_ Federal programs
- \_\_\_ Financing schools
- \_\_\_ In-service training
- \_\_\_ Integration
- \_\_\_ Involvement of staff in school planning
- \_\_\_ Maintenance
- \_\_\_ Public relations
- \_\_\_ Relations with principals and supervisors
- \_\_\_ Relations with superintendent
- \_\_\_ Relations with teachers
- \_\_\_ School-home relationships
- \_\_\_ Transportation
- \_\_\_ Other \_\_\_\_\_  
(Please specify)

APPENDIX C  
INDEX SALARY SCHEDULE

1  
 STATE PUBLIC SCHOOL FUND  
 INDEX SALARY SCHEDULE  
 ASSOCIATE SUPERINTENDENTS - 12 CALENDAR MONTHS EMPLOYMENT

Index	Salary		Associate Superintendent
	Monthly	Annual	
1.853	\$1,623	\$19,476	8
1.836	1,608	19,296	7
1.817	1,592	19,104	6
1.799	1,576	18,912	5
1.781	1,560	18,720	4
1.763	1,544	18,528	3
1.744	1,528	18,336	2
1.725	1,511	18,132	1
1.709	1,497	17,964	0

ADD: \$31 per month to the above schedule for a person holding an Advanced Principal's, Supervisor's or Superintendent's Certificate.

ADD: \$125 per month to the above schedule for a person holding an Advanced Principal's, Supervisor's or Superintendent's Certificate and an earned Doctor's Degree.

To be paid on the schedule for Associate Superintendent, a person must hold a Superintendent's or Advanced Certificate as referred to above.

Experience as a Superintendent shall be valid on the above schedule.

1

Office of Controller, State Salary Schedule (Raleigh, N. C.: State Board of Education, 1976), p.7.