PRINCIPALS' TIME SPENT OFF CAMPUS AND THEIR

PERCEPTIONS OF ITS EFFECTIVENESS

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership

by

Yuka Takahashi-Kury

May, 2011

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ABSTRACT

An educational leader must perform many roles from being a business manager to instructional leader. Principals are required to be "jacks of all trades" to meet the challenges of today (Shelton, 2008, p. 4). A principal has the most influence in implementing changes and affecting the climate and culture of the educational organization (Anderson, S., Leithwood,K., Louis,K.S., & Wahlstrom, K., 2004; Shelton, S. V., 2009). According to Fuller and Young (2009), the recent research findings indicate that in order to advance and sustain the increased performance of students, it is crucial to have a strong principal in a school to lead the change. This study is a section of a survey study of principals in Houston and surrounding areas in Southeast Texas. The focus is to find out on average how many hours the participants work per week, the average percentage of the time they spend off campus during the week, their perception in whether they feel they are using their time effectively, the emerging themes of what they consider effective use of time and ineffective use of time, and to find out who arranges the mandatory off campus meetings. It is a quantitative survey research with five open-ended questions and one Likert scale question. A mixed methods approach is used to analyze this study. The responses were analyzed using correlational techniques, statistical, and causal-comparative approach. The totals of 178 usable responses were acquired through the use

of cognitive interview of each principal. The demographic information of the participants
were obtained to further analyze the data based on gender, experience level and
experience range of principals, TAKS rating, and the location of school. The result
revealed principals' average working hours were 59.8 hours a week. The average
percentage of hours spent off campus was 13.5% a week. Other findings related to the
perception of how necessary it is to spend the time off campus, the description of the
effective and ineffective use of time off campus, and who arranges the off campus
meetings will be useful for the administrators and the school districts in the future.

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CHAPTER ONE: INTRODUCTION

The principals' roles and jobs are countless in order to conquer the myriad of challenges the educational leaders face. More than ever before, the issue of how to prioritize tasks within the available time becomes an important focus. The role an educational leader of a campus must perform is multidimensional and multifaceted, and it is becoming more demanding to meet the needs of an entire school organization, with no sign of decrease in responsibilities (Rayfield & Diamantes, 2004). Principal has the single most influence in implementing changes and affecting the climate and culture of the educational organization (Anderson, S., Leithwood, K., Louis, K.S., & Wahlstrom, K., 2004; Shelton, S. V., 2009). In order to effect the positive changes, he or she must be present on campus and spend the time necessary to make a change. According to Fuller and Young (2009), the recent research findings indicate that in order to advance and sustain the increased performance of students, it is crucial to have a strong principal in a school to lead the change. The role of a principal has become multifaceted and increasingly complex in today's schools. As an instructional leader, a principal's job is to ensure that the learning is taking place at a school and all students are being educated.

According to the report published by Wallace Foundation in March, 2009, there is a direct link between the successes of a school to effective leadership. In order to build and maintain a thriving educational environment, there must be a presence of an experienced and dedicated principal. A principal is relied upon to take a strong position as an instructional leader due to increased pressure to meet the educational expectations set by the government agencies. The report indicated that it is particularly important to

have such a person in the struggling schools (Wallace Foundation, 2009, p. 1). Although

it is evident that the demand of being an effective instructional leader calls for spending

many hours on campus and within the classrooms to support teachers in their

instructional endeavors, the reality of being a principal is not as straightforward. Shelton

(2008) has stated that the job description for an educational leader has greatly expanded

in recent years:

> The role of the school leader has changed vastly during the last decade from
>
> building manager to instructional leader. In today's complex school environment,
>
> school leaders are expected to be jacks of all trades—building and fiscal
>
> managers, discipline dynamos, data analysts, instructional leaders, fundraisers,
>
> community leaders, politicians and public relation specialists—all while being
>
> held accountable for raising achievement for all students. (p. 4).

As a result, it is increasingly difficult for a principal to spend the necessary time on

campus to help affect the changes critical for improvement of student achievement. In

fact, it is reported by the Wallace Foundation (2009) in its report that "Management

duties can easily crowd out the time principals spend on instructional improvement.

Studies show that principals typically spend two-thirds or more of their time on tasks far

removed from the classroom" (Wallace Foundation, 2009, p. 10). Therefore, it is critical

to relook at how today's instructional leaders spend their time. The time management

must be purposeful and protective so that the principals can spend as much time on

campus as possible.

  The research findings point out that in order to increase the student achievement,

the role of a principal is not only necessary, but the key component to effect the cultural

change for struggling schools. In the conference "A Bridge to School Reform" (2007),

Christina DeVita, a president of the Wallace Foundation, shared a quote from the

Wallace Foundation report, *How Leadership Influences Learning*, "There are virtually no

documented instances of troubled schools being turned around in the absence of

intervention by talented leaders. While other factors within the school also contribute to

such turnarounds, leadership is the catalyst." (Anderson, S., Leithwood, K., Louis, K.S.,

& Wahlstrom, K., 2004, p. 6). However, there is a growing concern regarding the

retention of principals at all levels of school organization. The principal retention is a

growing concern for today's education. Searby and Shaddix (2008) report that there will

be significant shortage of principals in the near future. Furthermore, the key factor in the

cultural shift to be fully integrated and sustained in a school is to have the consistent

presence of the leader (Fuller & Young, 2009, p. 3). Fuller and Young (2009) reported

that the retention rate of principals at the elementary schools is about five years while the

high school principals stay for about 3.8 years.

According to Fullan and McAdams (as cited in Fuller & Young, 2009, p. 4):

> Creating such visions and thoroughly integrating reform efforts into the culture of
>
> a school takes a sustained effort. Such efforts are clearly derailed with the
>
> turnover of a principal. The available evidence, in fact, suggests that principals
>
> must be in place five years for the full implementation of a large-scale change
>
> effort.

Spending time on campus will help with different aspects of school reforms. If it is

possible to improve the working condition of the principals and increase the job

satisfaction, it will encourage people to stay in the education field. Thus, increase the

likelihood of retaining effective instructional leaders.

One initiative made in an effort to reduce the managerial duties and to increase

the time to focus on instruction was to hire a School Administration Manager, or SAM,

who will take over the non-instructional obligations (Wallace Foundation, *Research*

Findings to Support Educational Policy, 2009). In this report, principals identified five

time-consuming management duties: student discipline, student supervision, managing

non-teaching staff, managing school facilities, and interacting with parents (p. iii). The

aim of this project was by reducing the management responsibilities such as the above,

principals are able to spend more time focusing on working with teachers and students to

directly affect the instructional needs. The Wallace Foundation report (2009) stated that

principals who participated in SAM project were spending less than one third of the time

on tasks related to instruction during the day prior to its implementation. After the first

year, they were able to spend more time on activities directly related to instructions

through the use of SAMs.

Problem Statement

Despite the countless challenges the educational leaders face, the reality is that

they are often required to be off campus for various reasons. With many research findings

point out the limited time principals have to affect meaningful changes on campus, it is

important to further investigate how the principals in greater Houston area spend their

time. It is critical to use the available time purposefully and conscientiously. More than

ever before, campus administrators and its support staff must be protective of their time.

The study explores how many hours principals work per week, the percentage of time spend off campus attending meetings off campus, their perception of its necessity, effectiveness, and ineffectiveness. The goal of this study is to (a) identify how many hours the principals work per week; (b) percentage of time spend off campus; (c) their perception in necessity of spending time off campus; (d) determine their perception of effectiveness and ineffectiveness of spending time off campus; (e) who arranges the off campus meetings principals must attend; and (f) make recommendations on the type of off campus activities that principals deem critical.

Research Questions

1. On average, how many hours do principals work?

2. On average, what percent of those hours are spent off campus?

3. Do principals feel that the time spend off campus is necessary?

4. Do principals perceive the use of their time off campus effective or ineffective? If so, what are the components of effectiveness and ineffectiveness?

5. Who arranges the off campus meetings you must attend?

CHAPTER 2: LITERATURE REVIEW

Roles and Responsibilities of a Principal

There are many roles and responsibilities that principals must assume in order to run successful schools. A presence of a strong principal is essential to having a school with high student achievement. However, recent studies have shown that the demands placed on educational leaders have become increasingly challenging and even unreasonable. Public school principals have highly complex jobs that are described as building managers, personnel and administrators, agents of change, boundary spanners, disciplinarians, cheerleaders, and instructional leaders (Smith & Andrews, 1989). As a result, many principals are unable to fulfill the demands.

In order to understand the extent of the job a school leader has, it is important to explore just what it is that school leaders are supposed to do to increase the student achievement. Marzano, McNulty, & Waters (2005) conducted a meta-analysis on school leadership research available from 1978 to 2001. There are 21 responsibilities identified that school leaders have to fulfill in order to create effective schools: affirmation, change agent, contingent rewards, communication, culture, discipline, flexibility, focus, ideals/beliefs, input, intellectual stimulation, involvement in curriculum, instruction, and assessment, knowledge of curriculum, instruction, and assessment, monitoring/evaluating, optimizer, order, outreach relationships, resources, situational awareness, and visibility.

According to DiPaola and Tschannen-Moran (2003), in addition to managerial tasks, due to policy and regulation changes, principals are held accountable for all

students' meeting high assessment standards including children with special needs. In order to achieve this goal, there are new programming implementations, overseeing new curriculum and assessment requirements, and hiring of additional staff. In the process, there are more e-mails to be sent and replied, meetings to attend, and student disciplines to be handled. In attempt to ensure the learning for everyone, the responsibilities of educational leaders have only increased, and majority of principals spend more hours per week in an attempt to tackle the mounting work.

Traditionally, federal government has had limited interest in public education system. Although federal government has always regulated matters of special education, the current trend of increased accountability came from 2001 No Child Left Behind Act (NCLB: U.S. Department of Education, 2002). Under this act, public schools are required to test students in Grades 3 through 8 and 10th grade. Consequently with this initiative, principals are expected to ensure that students are to achieve the high expectation set by this federal initiative. Hence the effectiveness of principal leadership is in demand more than ever before.

DiPaola and Tschannen-Moran (2003) conducted a survey with over 1500 principals and assistant principals in the state of Virginia. The survey consisted of 176 questions about the roles and challenges of being a principal from elementary, middle, and high schools. According to the survey, 84% of the principals responded that they work more than 50 hours per week. About 31% of the respondents reported working 50-54 hours, 25% reported to working 55-59 hours, and nearly 16% reported to work 60-64 hours per week. Those who reported to work more than 65 hours a week accounted for 12% and almost 30 % of them were high school principals. Even though the

responsibilities and accountability have increased over the year, majority of principals do not feel that they have the adequate authority or work conditions ideal to achieve the goal. According to the study conducted by The National Association of Elementary School Principals (NAESP) in 1998, the evidence of increased demand was seen. The results showed that elementary principals work about nine hours a day and 54 hours a week. Typical elementary principles supervise more staff with an average of 44 staff members in a larger school with an average of 425 students (Ferrandino, 2001, p. 440). According to Kampmeier (2001), being a principal is to assume an active role of leadership. The following quote by Herbert Greenberg is an apt description of roles and responsibilities of a principal:

> Leadership is the ability which enables an individual to get other people to do willingly what they have the ability to do but might not spontaneously do on their own. Leadership implies an individual has a special effect on others which command their respect, admiration, or affection and causes them to follow him. In other words, leadership consists of getting a positive response from others and utilizing that response to bring about the desired attitude or course of action. This implies a certain amount of assertiveness in the sense that the leader projects some part of his personality or will on others. It does not mean aggressive or force, or coercion. Whether the leader influences by personal example, persuasion or empathetic feedback, He wins others over by influencing their willingness to act rather than by forcing their compliance. He strives to become aware of the abilities of his subordinates or associates so he can guide them only toward goals which realistically they are capable of attaining. (p.360-361)

Changes in a Role of a Principal

Hallinger (1992) reported that there have been significant changes to the roles of American principals over the years. Historically, the primary function of an educational leader was more of a business administrator at a school house during 1920s through 1960s. Between 1960s through 1970s, school leaders began to assume responsibilities in complying with federally funded programs such as for students with special needs and bilingual education. There was also a strong emphasis placed on principals as curriculum specialists during this era. By 1980s, principal's main task has shifted yet again to assume instructional leadership role among the teachers from more traditional managerial role. Even though the job description of a principal has changed over time, Hallinger (1992) has argued that the change did not help the emergence of clearly defined role of an educational leader. Instead, principals have been made to assume multiple roles and functions as a manager, program implementation, and instructional leader all at once. Thus, the education leaders today face the current dilemma of multifaceted roles and innumerable responsibilities.

There is an understanding among those who are in education that in order for schools to be a better place for students and teachers, it is critical to have a strong leader. There must be a visibility of a leadership throughout the campus at every level, in classroom, cafeteria, hallways, etc. to effect and sustain the necessary changes. It is important for a leader to decide how to spend the limited time available and maximize the effect among the staff. To encourage the positive cultural changes, there should be an on-going effort by a principal to build the relationship with the staff in a meaningful way, through exchanging dialogues, problem-solving, and reflecting on difficult issues

collaboratively with them. There is limited time available for all education staff at every level from teachers to administrators. With so many demands placed on them, the effort to build the relationship needs to be a focused and intentional effort by a principal.

Principalship from the Global Point of View

Even though many roles and demands are placed on a principal as an instructional leader, one of the most important jobs a principal has is to ensure that the learning is taking place at a school and all students are being educated. In order to ensure the success of an educational organization, practice and management style of an educational leader must be reflective of ever changing societal value, needs, and culture of a given nation. Dimmock and Walker (2008) state that the approach school leaders use to manage educational institutions is heavily influenced by the culture, and it is the result of the direct reflection of its societal view. However, there is a phenomenon that "the current educational leadership literature is ethnocentric and written from a monocultural standpoint" (p.2).

According to a report published by Wallace Foundation in March, 2009, there is a direct link between the successes of a school to effective leadership. In order to build and maintain a thriving educational environment, there must be a presence of an experienced and dedicated principal. The cultural differences influence the roles educational leaders assume in Asia and the West. Regardless of the nationality differences, it is essential to have a principal who is sensitive to the needs of educational institute as a whole who can act as a catalyst to bring about the necessary change to prepare the students for the global world.

In the United States, a principal is relied upon to take a strong position as an instructional leader due to increased pressure to meet the educational expectations set by the government agencies. The report indicates that it is particularly important to have such a person in the struggling schools (*Assessing the Effectiveness of School Leaders*, 2009, p. 1). There is a centralized education system in China with 9-year compulsory education offered to children. The students go to 6-years of primary school and 3-years of middle secondary school. They then have the choice of going to 3-years of vocational school or senior high school. Those who want to go to college will try to be accepted into "key-point senior high schools" in preparation of highly competitive college entrance exam. Students must show high academic achievement from junior secondary school in order to be accepted into key schools. Key schools will offer better teaching staff, facilities, and high achieving students in the region, thus maximize one's opportunity to be accepted into top universities in China (Gou, 2005).

A principal in China assumes a role of school manager as well as a leader of teachers. While there is a very close relationship between students and their teachers, there is a limited interaction between a principal and students. Unlike the U.S. where some students with behavior issues may see their principals for disciplinary issues, schools in China do not have such concerns. Furthermore, it appears that it is not customary for a principal to spend time within the classroom or interact with the students directly. When a classroom full of male middle school students at Bodi School in Xi'an was asked if they ever interact with their principal, the students responded with a unified "No!"

According to Associate Professor Minghua Li of East China Normal University (2010), there is a careful selection process in choosing a principal. A person who has good communication skills and educational qualification may be recruited. It is often a talented teacher with leadership potential. A candidate is offered preparatory training of minimum 300 hours before becoming a principal. Professor Minghua Li shared that currently there is no degree requirement to be a principal in China; however, there will be one in near future. Even without the advanced degree requirement, as an educational leader, this person should be a competent school manager, public administrator who can behave as a public servant, and understands curriculum. One of the most important roles of a principal in China is to be "a teacher of teachers" on campus. There is more attention being paid to on-going principal staff development in order to be up to date with the current trend and issues. There is a requirement for a principal to be receiving 240 hours of professional development every 5 years.

Although there is no data to indicate how the economic globalization is impacting the style of Chinese school leaders yet, the current economic and technological development is shaping the China's education system. According to Roland Robertson who is an expert on globalization theory, globalization is defined as "accelerated compression of the contemporary world and the intensification of… the world as a singular entity" (Gutek, 2006, p.99). As the world becomes smaller and more easily accessible by its inhabitants, the educators around the world have to shift their focus in preparation of students in global sense. The Chinese government has decided to send 10,000 principals to the other countries in the next 3 years to learn more about educational practices in hopes of adapting good practices of the Western nations.

Like American educators, there is several challenges Chinese educators face. The first challenge is to be able to educate all children both in rural and urban area. There is a great inequality in the type of education children receive in rural China compared to urban cities such as Beijing and Shanghai. Some of the concerns related to rural education are lack of qualified teachers, having less than adequate facilities, lack of resources and materials, and high drop-out rates of rural children due to socioeconomic pressures. In rural China, although 90% of children register for primary schools, only 60% attend regularly (Gutek, 2006, p.376). The type of education offered to students in urban China is much more ideal with its superior facilities and qualified teachers. There is a growing concern regarding high stakes testing and competitive nature of college entrance exam. As a result, school age children face enormous pressure to achieve.

The second challenge is to educate minority students. China is a country with a dominant racial group called the Han which is about 92% of the total population. The remaining 8% is made up of minority groups such as the Zhuang, Uygur, Hui, Yi, Tibetan, Miao, Manchu, Mongol, Buyi, Korean, and other small groups with its own cultures (Gutek, 2006). Gutek further pointed out that for children of ethnic minority groups "in remote or mountainous areas, educational opportunities are limited. For nomadic peoples in pastoral areas in the Mongolian autonomous region, boarding and headmen's primary schools provide basic education" (2006, p.376).

In the United States, there are more concerns with the quality of education in urban areas. Paradoxically, the same types of challenges seen in rural China are observed in urban inner-city schools in the United States. According to Henry Louis Taylor Jr., there is a growing concern that the social inequality against poor African Americans,

people of Latin descents, and other racial minorities is escalating. Students in the inner cities contend with poverty, undesirable schools in impoverished neighborhood, and other social economic problems (as cited in Johnson, Finn, & Lewis, 2005, p.42). Pedro Noguera points out the problems in urban education in American society are due to the social inequality. Noguera argues that such educational issues are related to the culture of the larger society (as cited in Johnson, Finn, & Lewis, 2005, p.11):

> We are a first-world nation by economic standards, but a third-world nation by educational standards. Our problems in education are problems of social inequality. They are not problems of knowledge-we know how to educate young people. There are lots of examples of schools in this country that do it well, even for poor youth. It is not a question of not knowing-we know how to do this. It is also not a question of not having the money. It is a question of will-whether or not we care enough to provide all students, regardless of race and class, with a good education. So far the answer is no. We don't have the will, but there are lots of poor countries that do have the will.

Research shows that there is a close harmony of values between the home and school in Asian countries. For example, Asian children spend more time in school compared to the Western counterparts. As a result, Asian children have more exposure and influence from their schools. On the average, Asian students spend 8 hours at school while students in the U.S. spend 6 hours each day.

Dimmock and Walker (2008) shared that leadership style of a principal is heavily influenced and shaped by the culture of its society. There are some fundamental differences due to the cultural belief. For example, Asian cultures such as China,

Singapore, and Japan stress the importance of team-work and collaboration among the educators, while the Western society like the United States believe in the importance of individualism. As a result, current trend in site-based management style is well received and practiced in the U.S. while countries like China and Japan show the sign of struggle in adapting such practice.

It is essential that there is a presence of leadership who encourages and directs positive cultural changes within the school. In order to facilitate the type of changes to affect the positive climate shift, it is vital to enlist the collaboration of instructional staff members who have the daily interactions with the students.

The U.S. and China face similar challenges in education today. The biggest challenge both countries face is to offer quality educations for all students regardless of the race or the region they live in. In China, the gap between the rural and urban education is enormous. Students who live in cities like Beijing and Shanghai have more opportunities of better quality education while those who live in rural region may have limited resources and opportunities. The Chinese government has a series of educational policies in an attempt to lessen the inequality in education. The government has reserved a part of national budget to go to rural area in an effort to improve education. In addition, the nine year compulsory education is offered free of charge in rural area by 2010 and nationally by 2015.

The desire to prepare our children for the future is a very natural and fundamental wish we all have regardless of nationality. One child policy may have fueled the urgency to provide the best possible educational opportunity for an only child in families of China. The recent data show that Chinese citizens have the average schooling of 8 years

and about 28% of the total population is the student population. The illiteracy rate in

China was over 80% of total population before 1949. Among those who were unable to

read or write were 95% from rural region of China and 98% were women. Remarkably,

China has successfully increased the literacy rate within a very short period of time. By

2001, the literacy rate between the ages of 15-50 year olds has gone up to more than 95%

(Gou, 2005, p.155). Regardless of nationality, racial, or cultural differences we may have

in the United States or China, one goal all educators aim for is the provision of high

quality education where all students are able to learn. There are many challenges ahead of

us to achieve this goal, but educators around the world strive to prepare young students to

face the competitive global and international market.

Creating the Professional Learning Communities

The responsibilities of a principal are various and often complex in today's

education. The authoritative approach of a school leader is becoming more obsolete,

replaced by more collaborative school-wide decision making approach, facilitated by a

principal. It is important for a school leader to build positive cultural climate to enhance

the collaborative atmosphere. With the demands of everyday operation of a school and

limited time availability, a principal must be able to decide how to spend the time

effectively and efficiently to help enhance the students' performance. In the article

"Holding the Reins of the Professional Learning Community: Eight Themes from

Research on Principals' Perception of Professional Learning Communities," Cranston

(2009) asks twelve principals from Manitoba, Canada to explain how they perceive their

schools as professional learning communities. The purpose of this study is to identify the

characteristics of the professional learning communities through principals' perspectives. The study is conducted through naturalistic inquiry approach and thematic analysis.

Cranston (2009) questions if the principals have the understandings of professional communities, and to find out the perceptions of the professional learning communities. The study was conducted with 12 Manitoba principals through naturalistic inquiry approach and thematic analysis. Two focus groups with six principals in each were individually interviewed over six months. The eight dominant themes were identified: professional learning communities are about process; structural supports enable the development of professional learning communities; trust as the foundation for adult relationships; congenial relationships dominate conceptions of community; learning is an individual activity; professional teaching is derived from attitudinal attributes; teacher evaluation shapes how principals think about learning in professional communities; and, teacher evaluation impacts principal and teacher relationships in professional learning communities (Cranston, 2009).

Creating the effective professional community is often talked about as the first step of helping the schools to achieve its ultimate mission: student success. However, it is much more challenging to practice in any real sense. Cranston (2009) implies that there are multiple factors involved in creating an effective adult learning community in schools. According to Toole and Louis (as cited in Cranston, 2009, p. 3):

> The idea of a professional learning community integrates three mutually influencing concepts: a school culture that emphasizes professionalism, which is client-oriented and knowledge-based; one that emphasizes learning, placing high value on teachers' inquiry and reflection; and, one that is communitarian,

emphasizing personal connections. In addition, this conceptualization identifies the significance of the interactions of the social relationships within a professional learning community.

The research affirms that creating an enriching environment conducive to adult learning is a progression: it does not happen overnight. Naturally, change is difficult and some are resistant, especially without the presence of a clear vision on the goal. Building the culture is an on-going process. The role of a principal as an educational leader influences the level of success and its sustainability in an organization. The relationships and trust level between the faculty members and the principal are important factors in establishing a professional learning community.

Cranston (2009) states that the participants' focuses seem to be on "the process of becoming a professional learning community" (p. 17). The article stresses the importance in a role of administrative leadership. It is understood that creating and maintaining the professional learning community is an on-going process, not an end result or a product. Thus, it is critical to have a leadership presence that can spend the necessary time and resource to nurture the cultural shift. It is an approximate succession and staff must be diligent in their effort to reach the goal. An effective leader will monitor the progress, encourage and celebrate the success, and give constructive feedback.

It is also important to train and coach the staffs, who are struggling to bring about the changes. If there is a true desire for certain training to take root to fluent level, some teachers will need additional support provided by someone who has attained its fluency. Administrators may not be always available for consistent hands-on support, but someone else with expertise may. In fact in certain content or subject area, the building

administrator may not be the best person to coach either. Effectiveness of peer teaching certainly applies to the teachers. Struggling teachers must be provided the support and monitoring. It may also be a time-consuming task, and like students, teachers do not learn at the same speed. There should be certain allowance to accommodate the individual difference. The main purpose of building professional learning community for staff is to reach all students. In order for it to happen, the progress needs to be monitored and the data disseminated for the long-term effect. When an administrator wants to make the organizational change toward creating an enriching professional learning community, it is an on-going process and there is no end to this cycle.

Kutsyuruba, Noonan, and Walker (2008) explored the issues of trust in the educational organization from the perspectives of 25 Canadian principals. The purpose of the study was to depict the principals' views on trust and how it affects their leadership roles and responsibilities. The participated principals were originally selected for this research by their superintendents as ones with "high social intelligence and who were doing well in their principalship" (Kutsyuruba, Noonan, & Walker, 2008). Their experiences ranged from 1 to 15 years in elementary through secondary settings, and two-thirds of them were females.

The study was designed in a qualitative approach in which participants had multiple opportunities to interact and exchange their personal and professional views on how trust affects their responsibilities as principals. Based on their exchanges, the researchers incorporated semi-structured interviews and topics on unstructured discussions. They then analyzed the extensive dialogues on the experiences of trust in school settings. Kutsyuruba et al. (2008) found that there were four emerging themes

identified from the dialogues: the changing role of the principal, the effects of trust on principals' personal and professional relationships, the effects of trust broken, and the effects of hopes as it relates to developing and maintaining trust in a contemporary school environment.

The first theme identified was the changing role of the principal. In order to increase the perception of trust in an organization, the modern-day principals expressed the importance of including teachers, paraprofessionals, parents, and students in the decision making process. In years past, the principals were viewed as ultimate authorities who supplied all the answers. The analysis also indicated that the predictability of principals' actions increased the likelihood of trust between the staff members and the principals.

The second theme materialized was on the effects of trust in relationships, both personal and professional between the principal and the school community. According to the principals, in order to build trust, first the principals need to share who they are as people. Then, let the others know of the professional decision making process as a principal, even though this act tends to make a principal feel exposed. Some of them also stressed the importance of interacting with the staff on a personal level.

The third theme focused on the situations when the trust had been broken between the principals and the staff members. It was mentioned that the how principals reacted to certain issues lead to the breakdown of trust. As indicated in the first theme, the broken trust has resulted from the unpredictability of the relationship.

The last emerging theme in this study was on the effects of "hope" in sustaining positive relationships based on trust. The participants had shared that it is critical to show how much they care about the staff, especially in difficult times.

It is essential for the principals to establish trust among the staff, students, and the community. Creating a positive culture within the organization is often talked about as the first step of helping the schools to achieve their ultimate mission: student success. By establishing the relationship based on trust at multiple levels, the stakeholders will feel safe in pursuing the goals of learning. This study highlighted the importance of the role of a modern day principal in establishing and sustaining trust. The role of a leader has become more facilitative over the years. The contemporary principals try to collaborate in the decision making process by communicating and sharing critical information. As a result, it gives greater autonomy to the stakeholders in school communities. When there is an established trust, it is a safe environment for the staff members to collaboratively facilitate the positive learning community.

Searby and Shaddix (2008) describe a report about the Teachers as Leaders program in Mountain Brook, Alabama. The Mountain Brook Schools created this program to expand and promote leadership skills among its teachers. The purpose of this program is not to serve as a preparatory program for teachers to become administrators. Rather, it is to nurture the leadership abilities of classroom teachers within the classrooms and at the school level. The ultimate goal of this program is to raise effective "teacher leaders" in order to enhance the academic excellence within the school system (Searby & Shaddix, 2008, p 1). It describes the aim of the program, the design of the program, and the qualitative data gathered from teacher participants through interviews and surveys.

The building principals were asked to select the teacher participants who exhibited strong leadership qualities on their campus. Fifteen teachers from each of six schools in the district were chosen to participate. They had various levels of age, teaching experience, and background. According to Dr. Charles Mason, superintendent of Mountain Brook Schools, the three objectives of this program are: to develop teachers with a deep understanding and commitment to the aligned district vision of being effective, challenging, and engaging, to give the opportunities to hone leadership skills, and to persuade them to take positive leadership in their current roles (Searby & Shaddix, 2008, p. 3).

According to Searby and Shaddix (2008), the program was designed in partnership of the school district, a local business, consultants, and the University of Alabama at Birmingham. The participants had six full-day workshops led by a trained consultant during the year. They were given activities to deepen the understanding of one's own personality, leadership style, and other critical leadership skills and knowledge. Teacher-leaders were also given the opportunities to participate in team-building activities to enhance the collaborative skills and teamwork abilities. The finale of this program was the cooking challenge held at a local restaurant. The contestants were grouped into two teams. Each team was to cook a specified meal within an allotted time. Each person was judged on the use of leadership skills such as negotiation, time management, delegation, and handling crises. Each teacher was given a survey in order to give feedback and to evaluate the program after the training was over. According to the results, all participants viewed the program positively and it contributed to enhance their leadership qualities both personally and professionally.

The Teacher as Leaders program materialized into reality in Mountain Brook Schools in order to advance the ability of classroom teachers by enhancing their leadership skills. As the district known for high academic performance in Alabama, it has the culture to focus on continued excellence and higher accomplishment without becoming contented. Although the schools were already considered high achieving, the aspiration to continue to increase the student achievement was a powerful motivator to start this program. Teaching is the most fundamental and the most important part of education. What teachers do in the classroom each day directly translate into the student achievement. In a district like Mountain Brook where the students are already high achieving, it is vital for teachers to be innovative and challenge students to constantly move forward. For that reason, by growing the teacher-leaders within the school, they can become the catalyst among the fellow staff members. They will have the skill set and the knowledge to mentor their peers.

Because of the multifaceted nature of principal's role as an educational leader, there is a greater need to take a more collaborative approach to establish and sustain the culture of excellence. In order to do so, it is imperative to raise teacher leaders who are able to effectively lead at different levels. Consequently, by training those who already demonstrate "leadership behavior," the leadership capacity of teachers are enhanced (Searby & Shaddix, 2008, p. 2). Because of the expected shortage of principals in the near future, it is critical to have teachers who are ready to step up to an increasingly complex and demanding role of modern-day educational leaders. Through this type of program, teachers are trained according to the district vision, thus, to ensure the continuation of organizational culture.

Blankstein (2004) provides specific guidelines of creating a professional learning community and sustaining student achievement. In the book, Blankstein shares that there are six principles for creating and sustaining a professional learning community. The six principles are: common mission, vision, values, and goals; ensuring achievement for all students: systems for prevention and intervention; collaborative teaming focused on teaching and learning; using data to guide decision making and continuous improvement; gaining active engagement from family and community; and building sustainable leadership capacity. In order to build an effective professional learning community, there must be a courageous leader who can lead the staff to materialize the above six principles.

Six principles succinctly address the list of actions necessary to take. It starts from clearly recognizing the mission, visions, values, and creating effective goals for a campus. To ensure that all students can and will learn, the plan of action must be developed for implementation. The faculty staff members then collaborate as a team to execute the plan, as the leadership team supports and build relationship and trust in achieving the common goal. The data are collected and analyzed to make on-going modifications for improvement.

The community and the parent involvement are also addressed as important part of this process. He provides strategies, case studies, and possible solutions on how to build cultural climate, to create time for team collaboration, building relationships of trust, and ways to facilitate and sustain on-going success. It is an on-going holistic improvement process to sustain the culture of professional learning community.

Importance of Leadership Visibility

In order for principals' to make difference on their schools, it is critical to maintaining the visibility of the leadership (Chan & Pool, 2002; Mullen & Patrick, 2000; Whitaker, 1997). Marzano et al. (2005) identified the visibility of a school principal as one of the 21 responsibilities critical to student success. The visibility of principals is defined as having to be seen by the others and opportunities to have interactions with students, staff, and parents. Principals who are highly visible to the school community demonstrate that they are interested in being involved with day-to-day operation of classrooms as well as being ready to support when the need arises.

According to Whitaker (1997), the visibility of a principal is important in order to affect a change in school. It is not enough for a principal to be dropping by occasionally to do an observation in the classroom, or be in the principal's office even to oversee the everyday operation of a school. It must be in the format that teachers are able to interact with a principal on day to day basis in various environments and situation throughout the school. This type of visibility will lead to effective modeling for teachers, two-way communication between the teacher and principal, and providing valuable feedbacks.

Effective leaders show their presence throughout the organization. Successful principals disseminate the value, vision, organizational goals, and build positive cultural climate through informal exchanges. Along the way, a principal models the high expectations for the staff and students, convey the vision of school, and assist staff and students in an informal way (Andrews, Basom, & Basom, 1991).

Principals who ritually make themselves visible to the students and staff build strong relationships which contribute to higher academic expectations, positive school climate, and to increase mutual trust (Mullen & Patrick, 2000). Principals' roles have changed over the years in that the effective practice is no longer in the top-down format that many of them have practiced back in old days. An effective principal knows how to guide and lead by enabling teachers and staff members through collaboration (Barth, 1981).

Principals' Time Use

Principals' responsibilities and accountabilities multiplied over the years. Because of the limited time available with so much to do, typical principals do not have enough time to accomplish everything (Ferrandino, 2001). Even though many literatures point to the importance of having a strong principal to effect the positive changes, there is limited information as to how the principals spent their time in day to day operation. Horang, Klasik, & Loeb (2010) conducted observational study on the time use of principals. 65 participating principals were shadowed and recorded their activities in 5 min. intervals during the course of their workday to determine how they spend their time. The researchers divided the types of activities conducted by principals into six categories: administration, organization management, day-to-day instruction, instructional program, internal relations, and external relations. According to the study, results show that principals spent about 27% of the time on administration, 21% on organization management, about 6% on day-to-day instruction, about 7% on instructional program, 15% of the time on internal relations, and about 19% on external relations.

They have also looked at the principals' time use based on locations. The categories are principal's office, main office, classroom, school grounds, and off campus. Principals spent 53.7% of the time in their office, 9.4% in the main office, 7.9 % in the classroom, 24.5% on school grounds, and 4.4% off campus. According to this study, principals only spent about 4% of their time being off campus.

Researchers further examined the relationship between the student achievement, staff's perception of the school learning environment, parents' perception of the school learning environment, and satisfactory level of teaching staff on campus. The results indicated that there is a relationship between the time principals spent on organizational management activities and positive school outcome. Specifically, there was a greater gain in student performance, more positive perception of this school climate both by parents and staff when principals spent greater time on organizational management/administrative activities. Interestingly, there was no improvement in student performance when the principals spend more time participating in day to day instruction activities. In fact, teachers and parents felt less positive about the school climate. The researchers attribute this to the principals' visits to the classroom seeing as interference by the teaching staff (Horang, Klasik, & Loeb, 2010).

Spillane and Hunt (2010) conducted a study to examine work days of the principals. It was reported that participants spent one third of their time in administration related activities and 1/5 of their time on instructional and curriculum related activities. Accordingly, principals spent more time on administration related activities compared to curriculum related activities. Furthermore, they have reported that less than 10% of their time was spent on professional growth or relationship fostering activities.

Due to the increased amount of responsibilities and accountabilities that principals must face in recent years, it is critical for them to prioritize little time they have. Chan and Pool (2002) found in their study that principals from elementary, middle, and high school levels reported they spend the majority of their time on routine managerial tasks as well as taking care of crisis situations or "putting out fires" during the workday. They also reported many principals spend their time dealing with disciplinary issues. However, not surprisingly, they prefer to spend more time on other matters instead of being reactive to different issues that surface.

Principles do realize and hope for more time spent on important stuff such as instruction, curriculum, and interacting with staff and students. However, to their eternal frustration, it is extremely difficult to allocate their time to them instead of "fighting fires and fixing leaky faucets" (Sweeney & Vittengl, 1986). According to Sweeney and Vittengl (1986), typical principals wants to spend more time on working with students, on curriculum, or other projects, to observe classrooms, interaction time with other principals to discuss and share concerns, keep up with the new educational practices, and to "do the things that need to be done." On the other hand, they would like to spend less time on disciplines. Not only the job of a principal is never ending, there are many added responsibilities and tasks to perform, whether it is administrative or instructional. With the limited time with so much to do, it is important to be conscientious and protective of the available time. Rayfield & Diamantes (2004) noted that even though there are additional works being added, none of the responsibilities are taken off the list or reduced.

CHAPTER 3: METHODOLOGY

This study is a section of a survey study of principals in Houston and surrounding areas in Southeast Texas. The research is designed to learn more about how principals in elementary, middle, and high schools spend their time off campus, and their perception in whether they are using their time effectively. This section focuses on the following five questions:

1. On average, how many hours do principals work?

2. On average, what percent of those hours are spent off campus?

3. Do principals feel that the time spend off-campus is necessary?

4. Do principals perceive the use of their time off campus effective or ineffective? If so, what are the components of effectiveness and ineffectiveness?

5. Who arranges the off-campus meetings you must attend?

It is a quantitative survey research with four open-ended questions and one Likert scale question. A mixed methods approach is used to analyze this study. The responses of the principals will be analyzed using correlational techniques, statistical, and causal-comparative approach.

Participants

The existing campus principals participated in this survey research study. The totals of 178 usable responses were acquired. Although majority of the respondents were from the greater Houston area, some of them were from different areas of Texas and other states. Of the 178 participants, 112 are female principals and 65 are male principals. There were 91 white/non-Hispanic, 49 black/non-Hispanic, 34 Hispanic, 3Asian/Pacific Islander, and 1 non-resident/international. The ethnic breakdowns of the participating principals in percentages are 51% white/non-Hispanic, 28% black/non-Hispanic, 19% Hispanic, 2% Asian/Pacific Islander, and 0.6% non-resident/international. According to Region 4 Profile in 2008-1009 school year, the ethnic breakdown of educators in greater Houston area where the research was conducted were 62% White, 20% African American, 15% Hispanic, and 3% other. Though there is no available data on the specific ethnic distribution of principals in the area, the percentages of the ethnicity of teachers are similar to the population studied.

The average experience level of the participants in education is 21 years with the range of 5 years to 46 years. The average experience level as a principal is 6 years with the range of 0 year to38 years. The locations of the elementary, middle, and high schools where the participants serve as principals are 13 rural, 103 urban, and 60 suburban areas. Two respondents did not indicate the locations of their schools. According to Texas State accountability system, each school is given a rating of Exemplary, Recognized, Acceptable, and Low Performing. Each principal self-reported a school's rating. There are 52 Exemplary, 53 Recognized, 66 Acceptable, and 7 Low Performing.

Participating principals were selected by students in Master's degree program who were working toward obtaining principal certification along with a Master's degree. Convenience sampling method was utilized in the selection process. Graduate students had the freedom to choose the principals for interviewing purpose. Therefore, most participants were either in supervisory positions or acquaintances of the students. Some principals were interviewed multiple times by different interviewers.

Instrument

The focus of this study was on principals' responses to 6 questions regarding average working hours per week, average working hours spend off-campus, their perception in degree of necessity on time spend off-campus, descriptions of effective use of time off- campus, descriptions of ineffective use of time off-campus, and who arranges the mandatory meetings. There were 36 items in the survey that were divided into 5 sections A through E. Section A is about demographic information of the principals and their schools. Section B is used for this study which focused on how the principals used their time and if they felt their time is spent in a useful manner. Section C asked about how the principals are evaluated in their districts. Section D inquired whether there is a succession plan available to replace principals in their district. In the last section E, the questions are formulated to determine the role of the principals in teachers' staff development.

Of the six survey questions in section B, five were in open-ended questioning format. The Likert scale was used for the 3rd question: Do you think the time that you

spend off campus is necessarily? They were asked to choose a response from the following: Always, Occasionally, Very Rarely, Very Frequently, Rarely, and Never.

Open-ended responses allows for greater flexibility in how they express their opinions without the restrictions placed by prescribed answer choices. This instrument was originally intended for students in the Master's of Education program in order to gain exposure and practice of the research methods. Questions regarding how building administrators spend time off-campus were brought up through discussions. A group of principals were initially interviewed in attempt to formulate specific questions. The questions were revised based on additional feedbacks obtained from more principals over time.

Procedures

The data used for this particular study were collected from the archival data. The information regarding the data collection procedure is acquired through an interview from a university professor who designed the instrument and monitored the process. The data were obtained through cognitive interviews of each participant conducted by students in Master's degree program at the university. The responses were later recorded through the use of on-line tool by the students for the purpose of analysis. It was decided to utilize individual face-to-face cognitive interview method to collect the responses because of the length and complexity of the open-ended questions. Furthermore, it is unlikely to receive detailed feedback if the survey was done in any other way, such as mailing them and asking the busy administrators to complete them on their own. It was

determined that utilizing face-to-face cognitive interview method will ensure to capture more insightful answers from the participating principals.

The interviewing process took over 18months as part of graduate study in education. Because each graduate student who participated in the administration of survey had the freedom to choose a participant, there were multiple interviews being done with the same principal. Consequently, 54 duplicated responses were deleted from the original 232 responses, resulting in the final dataset of 178 principals. Although omitted from the final dataset, the multiple responses obtained will be used to determine test-retest validity. It is also essential to note that because of the multiple responses, the researchers are able to analyze the instrument reliability of this survey regardless of the interviewer.

The acquired data are analyzed to find out the research questions mentioned earlier in this paper. The responses given by the principals will reveal average work hours per week of principals and the average percentages they spend out of their schools. The open-ended questions on their perception of effective and ineffective use of time off-campus will be coded based on emerging themes. Then the similar answers are to be grouped to see if there is a trend on the participants' answers. The data will be further examined to determine if there is a relationship between the common responses based on accountability differences of schools, percentage of students receiving free and reduced lunch, locations of schools, sizes of schools, and other emerging factors.

Internal and External Validity

The survey questions were developed in such a way to gain more discerning information by asking open-ended questions. There is a potential risk associated with coding the responses due to the researcher's own opinions and biases. However, the reliability of the data will be maintained by reassessing the coding by multiple individuals. Another potential concern is that a sample population was selected through the convenience sampling. The interviewers had the freedom to choose from their personal and professional connections. There is a possibility that this type of method may prevent the sample population to not represent the overall population. However, the participants selected for this particular research is sufficiently diverse with a large portion of area schools represented. Furthermore, the university is a large well-known commuter school located in a large metropolitan area. The area serves 54 school districts ranging from less than 500 students to more than 50,000 students per district. Combined, these districts serve more than 1,000,000 students in the densely populated Houston metropolitan area ("Region 4 Profile," 2010). This fact helps in extenuating the risk of underrepresenting the overall population.

Limitations of Study

A possible limitation is that a sample population of principals is selected through a convenience sampling, and it may not represent the overall population. However, majority of respondents in this study represent the large metropolitan school districts serving combined student population of 162,723. The population of students served in

their schools ranged from 32 to 3300 with the average student body of 914. Thus the diversity of the respondents was maintained for the study.

Another possible limitation is that interviewers who conducted the survey may have influenced the responses based on their beliefs and biases. Even though the training and practices afforded to the graduate students through the master's courses may have offered to alleviate the risk, it is difficult to eradicate them entirely. It is also important to note that there may be a potential memory bias, as the respondents were asked to self-report.

Additionally, there is a limitation in using the archival data. It is impossible to clarify or discern the ambiguous responses given in open-ended questions. It is also possible that there was a difference in the skills of interviewers in obtaining and recording the information. Thus the researcher is left to interpret the meaning without further inquiring the respondents.

CHAPTER 4: RESULTS

This study examined the effect of the time spent off campus by the campus principles from the principals' perceptions. As the many literatures point to the importance of presence of principles at campus, it is essential to have the presence of principles in order to affect the difference (Anderson, S., Leithwood, K., Louis, K. S., & Wahlstrom, K. 2004; Fuller & Young, 2009; Shelton, S. V., 2009). This study is a section of a larger survey study of principals in Houston and surrounding areas in Southeast Texas. The research is designed to learn more about how principals in elementary, middle, and high schools spend their time off campus, and their perception in whether they are using their time effectively. It is a quantitative survey research with five open-ended questions and one Likert scale question. A mixed methods approach is used to analyze this study. The responses of the principals will be analyzed using correlational techniques, statistical, and causal-comparative approach. This chapter presents the results of the data analysis.

Demographics

The majority of the participants of this study were campus principals from the greater Houston area. Some of them are from different areas of Texas and other states. The totals of 178 usable responses were obtained from the survey. Of the 178 participants, 112 (63%) are female principals and 66 (37%) are male principals as shown in Table 1. Because there is not an available data on the gender breakdown of administrators in the area, the gender breakdown of the teachers in the Houston area was

used for comparison as shown in Table 2. Even though the male population of principals

is higher in comparison to that of teachers, it is comparative proportionally.

Table 1

Gender Breakdown of Participants

	Principals	Percent
Female	112	63 %
Male	66	37 %
Total	178	100%

Table 2

Gender Breakdown of Teachers in Houston Area

	Teachers	Percent
Female	53,598.2	78.6 %
Male	14,630.2	21.4 %

Source: Region 4 Profile 2008-2009

The ethnic breakdown of the principals participated in this study were 91

white/non-Hispanic, 49 black/non-Hispanic, 34 Hispanic, 3Asian/Pacific Islander, and 1

non-resident/international. The ethnic breakdowns of the participating principals in

percentages are 51% white/non-Hispanic, 28% black/non-Hispanic, 19% Hispanic, 2%

Asian/Pacific Islander, and 0.6% non-resident/international as shown in Table 3 and

Figure 1.

According to Region 4 Profile in 2008-2009 school year, the ethnic breakdown of

educators in greater Houston area where the research was conducted were 62% White,

20% African American, 15% Hispanic, and 3% other, as shown on Table 4 and Figure 2.

Though there is no available data on the specific ethnic distribution of principals in the

area, the percentages of the ethnicity of teachers are similar to the population studied.

Table 3

The Ethnic Breakdown of Participants

Principals by Ethnicity	Participants	Percent
White	91	51%
African-American	49	28%
Hispanic	34	28%
Asian/Pacific Islander	3	2%
Non-resident/International	1	0.6%
Source: Region 4 Profile 2008-2009		

Table 4

The Ethnic Breakdown of Educators in Greater Houston Area

Teachers by Ethnicity		Employees	Percent
White		42,015.1	61.6%
African-American		13,800.5	20.2%
Hispanic		10,504.6	15.4%
Other	[1]	908.5	2.8%

Source: Region 4 Profile 2008-2009
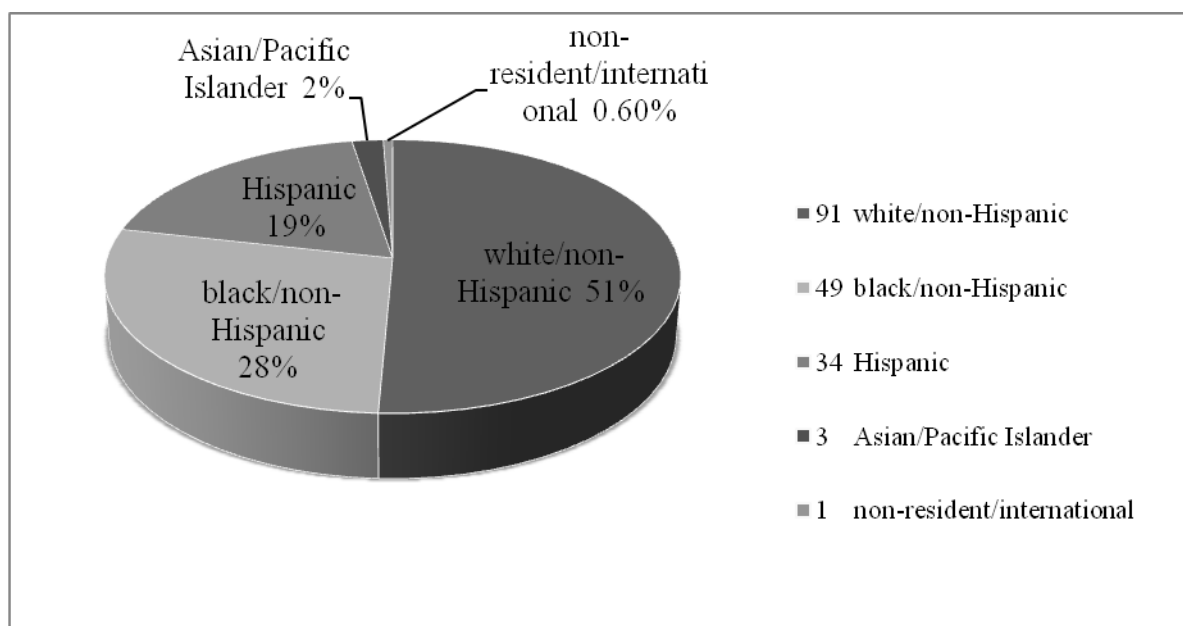
Figure 1. Ethnic breakdowns of participants.
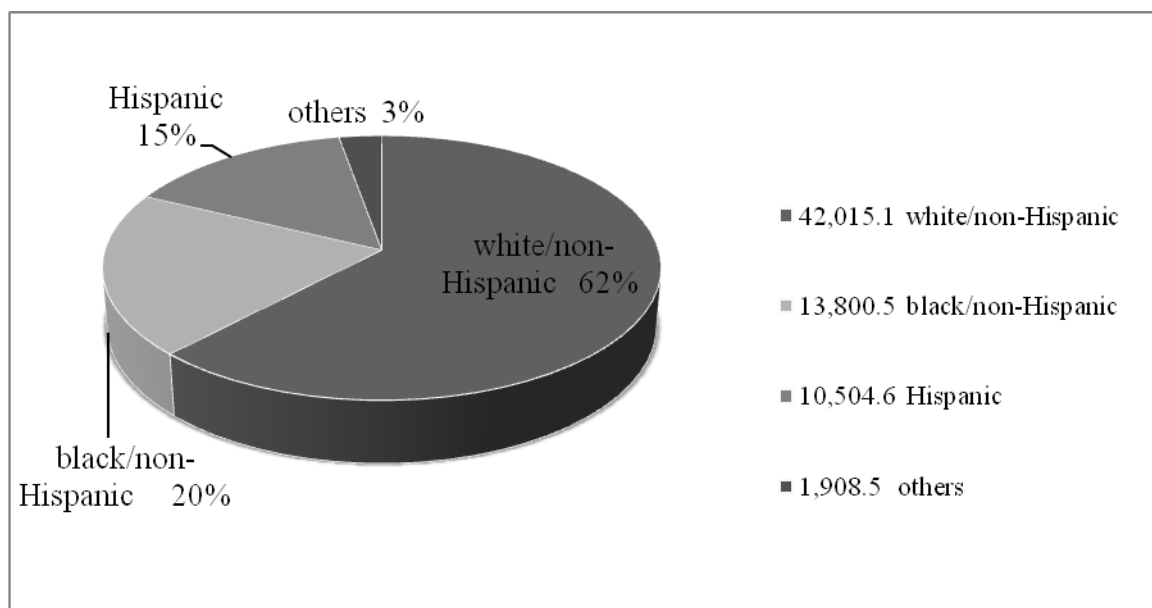
Figure 2. Ethnic breakdown of teachers (*Region 4 Profile 2008-2009*).

As shown in Table 5, the average experience level of 178 participating principals in education is 21 years with the range of 5 years to 46 years. The average experience level as a principal is 6 years with the range of 0 year to38 years. The Figure 3 represents the locations of the elementary, middle, and high schools are where the participants serve as principals are 13 rural, 103 urban, and 60 suburban areas. Two respondents did not indicate the locations of their schools. According to Texas State Accountability System (cite), each school is given a rating of Exemplary, Recognized, Acceptable, and Low Performing. Each principal self-reported a school's rating during an interview. The schools the participating principals are from have the ratings of 52 Exemplary, 53 Recognized, 66 Acceptable, and 7 Low Performing as shown in Table 6.

Table 5

Average Experience Level and Range of Participants in Education and as Principals

	Education	Range	Principal	Range
Years of Average Experience of Participants	21	5 – 46	6	*0 – 38*

Table 6

TAKS Ratings of Participants' Schools

School Rating	Exemplary	Recognized	Acceptable	Low Performing
# of Schools	52	53	66	*7*
Percent	29%	30%	37%	*4%*
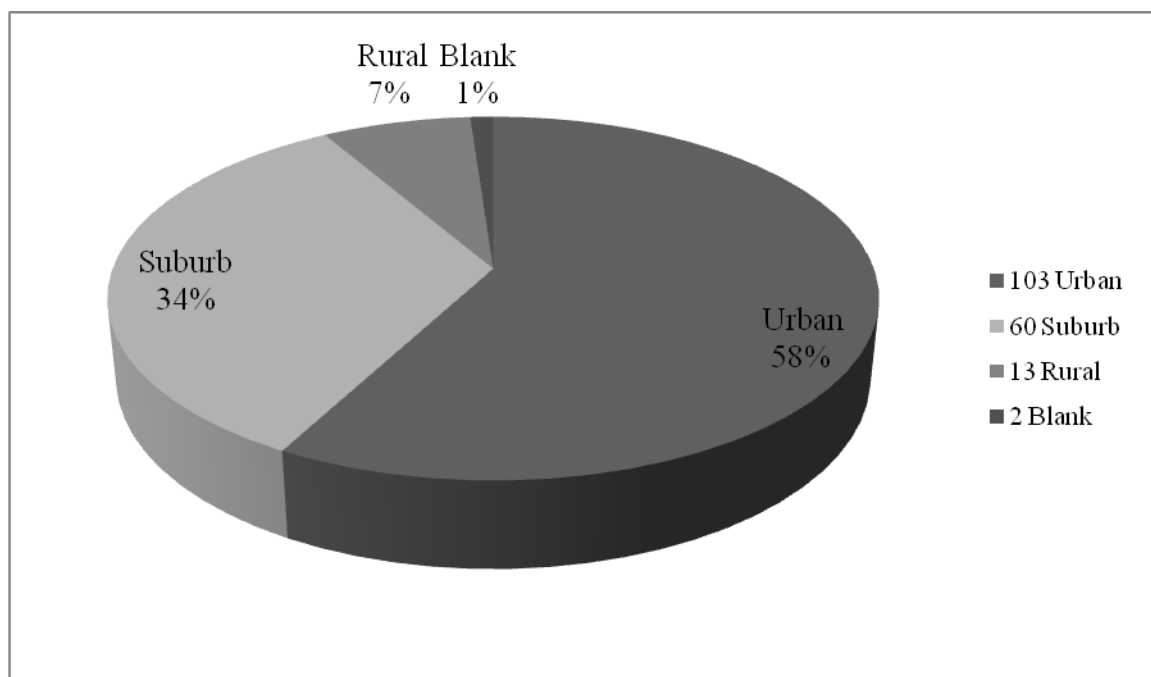
Figure 3. Locations of schools.

Data Collection Procedure

The data used for this particular study were collected from the archival data. The information regarding the data collection procedure is acquired through an interview from a university professor who designed the instrument and monitored the process. The data were obtained through cognitive interviews of each participant conducted by students in Master's degree program at the university. It was determined that utilizing face-to-face cognitive interview method will ensure to capture more insightful answers from the participating principals. Due to the same principals being interviewed multiple times by different interviewers, 54 duplicated responses were deleted from the original 232 responses, resulting in the final dataset of 178 principals.

The acquired data are analyzed to find out the research questions mentioned earlier in this paper. The responses given by the principals will reveal average work hours per week of principals and the average percentages they spend out of their schools. The open-ended questions on their perception of effective and ineffective use of time off-campus will be coded based on emerging themes. Then the similar answers are to be grouped to see if there is a trend on the participants' answers. The data will be further examined to determine if there is a relationship between the common responses based on accountability rating differences of schools, gender of principals, locations of schools, and other emerging factors.

Results

The purpose of this qualitative study was designed to learn more about how principals in elementary, middle, and high schools in greater Houston metropolitan area spend their time during the week. The focus is to find out on average how many hours the participants work per week, the average percentage of the time they spend off campus during the week, their perception in whether they feel they are using their time effectively, the emerging themes of what they consider effective use of time and ineffective use of time, and to find out who arranges the off campus meetings they are required to attend.

Research Question 1

Research Question 1: On average, how many hours do principals work? In order to answer the first question, the first question of the section B from the survey was analyzed. The principals were asked to respond by giving the average number of hours they work as a principal in a week. It was open ended question, in which each principal had the freedom to give exact number. 176 out of 178 principals answered this question. As the Table 7 presents, the responses ranged from 40 hours a week to 100 hours a week. The average hours they work in a week were 59.8 hours. There were two blanks which indicated two principals did not answer this question.

Table 8 shows range of work hours, and how many principals and percentage of them belong to each category. According to a survey, 37 principles, which equates to 20.8%, out of 178 answered that they work 40 hours to 50 hours per week. 92 out of 178 principals answered that they work 51 hours to 60 hours. The majority of the participants,

which consisted of 51.7%, answered that they work 51 hours to 60 hours. As the average hours of working hours obtained in this study was 59.8 hours per week, there is a consistency in their responses. 35 principals, 19.7%, answered that they work anywhere from 61 hours to 70 hours per week. 12 participants, 6.7% responded that they work more than 71 hours per week. 2 people did not respond to this question, which amounts to 1.1%.

It was further analyzed to see if there is any significant difference in working hours based on gender. As shown in Table 9, there are 112 female (63%) and 66 male (37%) principals. Female principals reported they work anywhere from 42 – 100 hours a week, with the average work hours of 59.5 hours per week. Male principals reported they work from 45 – 80 hours per week, with the average work hours of 60.4 hours. The hours they work, both the range and the average, were very similar and there was no significant difference based on gender difference.

Table 10 presents the breakdown of the principals' work hours, range of work hours and average, corresponding to with TAKS ratings of each school. In this survey, 52 principals, which equates to 29% were from Exemplary schools. They reported the average work hours of 60 hours, ranging from 45 to 99 hours. From Recognized schools, 53 principals answered that the average work hours of 58.4 hours with the range of 40 to 100 hours per week. From Acceptable rating schools, 66 principals responded that they work the average hours of 61 hours per week with the range from 50 to 80 hours per week. 7 principles from the rating of Low Performing schools reported that they work average 59 hours per week with a range of 48 to 70 hours. In comparing the range of working hours between Exemplary/Recognized to Acceptable/Low Performing,

participants from Exemplary/Recognized category reported wider and longer. However, the average work hours for all categories were very similar, and there was no significant difference based on TAKS ratings.

The data was also analyzed by the years of experience as a principal in relation to work hours per week, as shown in Table 11. For 95 principals whose experience ranges from 0 to 5 years, the average work hour reported was 60 hours per week. For 56 principals with 6 to 10 years of experience, the average work hour was 59 hours. 15 respondents with the experience of 11 to 15 years as principals reported the average work hours of 63.6 hours. This range is the longest average work hours reported according to the survey. For 8 principals with the experience of 16 to 20 years stated 57.5 hours as the average working hours per week. There were four principals whose experience was more than 21 years. They have reported they work 57.5 hours on average.

Table 7

Participants' Work Hours Per Week	Range	Average Hours
Reported work hours	42 – 100 hours	59.5 hours

Table 8

Range of Work Hours Per Week	Number of principals	Percent
40-50 hours	37	20.8%
51-60 hours	92	51.7%
61-70 hours	35	19.7%

71< hours	12	6.7%
Blank	2	1.1%
Total	178	100%

Table 9

Work Hours Per Week by Gender	Percent	Range	Average Hours
Female (n = 112)	63%	42 – 100 hours	59.5 hours
Male (n = 66)	37%	45 – 80 hours	60.4 hours

Table 10

TAKS Rating and Average Work Hours

School Rating	Percent	Range	Average Hours
Exemplary (n = 52)	29%	45 - 99 hours	60 hours
Recognized (n = 53)	30%	40-100 hours	58.4 hours
Acceptable (n = 66)	37%	50-80 hours	61 hours
Low Performing (n = 7)	4%	48-70 hours	59 hours

Table 11

Principals' Years of Experience and Average Work Hours

Years of Experience as Principals	Number of principals	Average Hours

0 – 5 years	95	60 hours
6 – 10 years	56	59 hours
11 – 15 years	15	63.6 hours
16 – 20 years	8	57.5 hours
21<	4	57.5 hours

Research Question 2

Research Question 2: On average, what percent of those hours are spent off campus? The second question on section B of the survey asked the percentage of hours principals spend off campus per week. It was an open-ended question in which participants had the freedom to give any numbers they deem fit. Working hours a week is calculated as 60 hours a week in order to convert percentage into hours. According to the survey, the average percentage of hours spent off campus was 13.5% with the range of 0 to 97% per week. 13.5% equates to approximately 5.4 hours out of 40 working hours per week, and 8.1 hours out of average working hours of about 60 hours a week. Accordingly, on average a principal may be out of the building for one day a week.

The data was further analyzed according to principals' gender and percentage of hours spent off campus. Female principals spent 12.9% or 7.7 hours a week off campus. Male principals spent 14.5% or 8.7 hours per week being away from their schools. The average experience level of principals was 6.4 years with the experience range from first year to 38 years. The average experience level of female principals was 6.1 years with the

range of 0 to 25 years while the average experience level of male principles was 6.9 years with the range of 0 to 38 years. Table 12 shows the experience level of principals in both range and average, and in relation to the average percentage of hours spent off campus per week. The data were also examined based on gender difference. Accordingly, female principals' experience range as a principal was 13 years less than the male principals'. Consequently, the average experience level of female principals is shorter than that of male principles. However, the difference is 0.8 years, which equates to 9.6 months. Female principals also reported that they spent less time being off campus compared to male principals. The difference is 1.6% or 0.96 hours which equates to 54 minutes per week. The gap between the female and male principals comes out to 3 hours and 36 minutes a month.

Table 12

Experience Level of Principals and Average Hours Spent Off Campus by Gender

	Range of Experience	Average Experience Level	Average % /hours off campus per 60hr/week
All principals (n=178)	0 – 38 years	6.4 years	13.5% (8.1 hours)
Female Principals (n=112)	0 – 25 years	6.1 years	12.9% (7.7 hours)
Male Principals (n=66)	*0 – 38 years*	6.9 years	14.5% (8.7 hours)

The data was further analyzed by looking at the relationship between the years of experience and the amount of time they spent off campus as shown Table 13. There were 95 participating principals which equates to 53% with the experience level of 0 to 5

years. More than half of the participants fall in this category. They have reported they spend time out of campus about 13% of the week. 56 principals have the experience of 6 to 10 years. About 32% of the participants fall in this category. The average percent of hours they spend off campus was 13.6%, which is 8.2 hours out of 60 working hours per week. 15 principals, which are about 8% of the participants, have 11 to 15 years of experience. They spent about 17.3% or 10.38 hours per week being away from their campuses. Eight principals accounted as 5% of the participants whose years of experience range from 16 years to 20 years. In this category, they spent 7.8% or 4.7 hours of their working hours per week being away from their buildings. And the last category was for principals with the experience level of 20 years or more. They spent 18.5% or about 11.1 hours per week being off campus.

Interestingly, the majority of the participants, 85% or 151 principals, had the experience range of 0 to 10 years. The difference in the amount of time they spent off campus came out to be 24 minutes, which was very minimal. 19 or 10% of principals from the category of 11 to 15 years and more than 21 years combined spent approximately 7 hours a week being away from campus. These principals reportedly spent the most amount of time being away from their schools compared to the other categories. Paradoxically, it is interesting to note that eight principals or 5% of the participants reported they spent 3.1 hours away from their campus per week, which is about half the amount of other categories, and 2.3 hours less than the overall average of 5.4 hours.

Table 13

Percent of Hours Spent Off Campus by Experience Level

Years of Experience of Principals	Number of Principals and %	% of Hours Off Campus per Week	Hours Per Week (60 hours/week)
0 – 5 years	95 (53%)	13%	7.8 hours
6 – 10 years	56 (32%)	13.6%	8.2 hours
11 – 15 years	15 (8%)	17.3%	11 hours
16 – 20 years	8 (5%)	7.8%	4.7 hours
21 < years	4 (2%)	18.5%	11.1 hours

Table 14 shows six categories of percentage of hours spent off campus by the principals. According to a survey, 111 principals which equates to 62.4% of all participants spend 0 to 10% of their working time being away from their schools. 40 principals accounts for 22.5% of the sample, and they spend 11 to 20% of their time being off campus per week. 13 participants which are 7.3% of the total number of principals answered that they spent 21 to 30% off campus per week. Eight principals, 4.5%, use their time outside of their schools, 31 to 40% of the time. Three principals replied 41 to 50% of their time is spent off campus. One person answered more than 51% of working hours is used being elsewhere. Two principals did not give any answers to this question. According to these categories, 151 or about 85% of the principals fall in the range of 0 to 20%. Which means the majority of the principals surveyed spent up to eight hours a week away from their schools.

Table 14

Percent of Hours Spent Off Campus per Week

Percentage of Hours Spent Off Campus Per Week	Number of Principals (n=178)	Percentage of Principals Per Category
0 – 10 %	111	62.4%
11 – 20 %	40	22.5%
21 – 30 %	13	7.3%
31 – 40 %	8	4.5%
41 – 50 %	3	1.7%
51 % <	1	0.6%
Blank/No Answer	2	1.1%

Research Question 3

Research Question 3: Do principals feel that the time spend off campus is necessary? The third question on section B of the survey asked, "Do you think the time that you spend off campus is necessary?" Participants were asked to choose an answer from the following Likert scale: Always, Very Frequently, Occasionally, Rarely, Very Rarely, and Never. The results showed 31 principals answered Always, 61 answered Very Frequently, 76 Occasionally, three participants selected Rarely, and five chose Very Rarely. This indicates that about half the participants felt spending time away from

campus is necessary most of the time. On the contrary, only 4.5% rated Rarely, and Very Rarely necessary to spend time off campus.

Out of 31 principals who answered spending time away from campus was always useful, 20 were female and 11 were male principals. Their experience as principals range from three years to 15 years as shown in Table 15. The location of schools indicated that 18 were from urban, 10 were from suburban, and three were from schools and rural area. According to the TAKS rating, 13 schools or Exemplary, seven schools were Recognized, nine campuses were Acceptable, and two were rated as Low Performing.

61 principals chose Very Frequently to the question of whether spending time off campus is necessary. Out of 61 principals, 42 were female principals and 19 were male principles. They are experienced as principals ranged from 0 to 34 years. The locations of their campuses were 36 urban, 21 suburb, and three rural. The TAKS ratings for them were 21 Exemplary, 19 Recognized, 20 Acceptable, and one Low Performing.

76 principals answered being away from campus is occasionally necessary. The gender distribution for this category was 45 females and 31 males. The range of experience as principals for Occasionally was from one year to 25 years. 42 schools were urban, 26 were from suburb, and six schools were from rural area. Two principals did not specify the locations of their schools. 15 schools were given Exemplary rating, 27 Recognized schools, 31 Acceptable, and 3 Low Performing.

Three principals whose experience range was from 2 to 3 years said being away from campus were rarely necessary. All three principals were female principals from urban schools, with TAKS ratings of Exemplary, Acceptable, and Low Performing. Five principals answered being off campus was rarely necessary. Two female and three male

principals have the experience range of 1 to 10 years. Three schools were from urban and two schools were in suburb. The TAKS ratings for these schools were two Exemplary and three Acceptable schools. In comparison, principals experience range from 1 to 34 years from Always, Very Frequently, and Occasionally while those who answered Rarely and Very Rarely has less than 10 years of experience as principals.

The data was analyzed to determine if there is a relationship between the locations of schools and whether the principals feel it is necessary to be away from their schools. Table 16 shows the responses of principals on Likert scale according to the locations: urban, suburb, and rural. It shows that percentages of principals' responses from Always, Very Frequently, and Occasionally are very consistent and similar regardless of the locations. On contrary, eight principals who responded that spending time off campus is Rarely or Very Rarely came from urban and suburban schools. Furthermore, six principals or 75% of them are from urban location.

Table 15

Principals' Perception in Necessity of Spending Time Off Campus by Gender and Range

of Experience

	Always	Very Frequently	Occasionally	Rarely	Very Rarely	Blank
# of Principals	*31*	61	76	3	5	2
Percent	17.4%	34.3%	42.7%	1.7%	2.8%	1.1%
# of Female Principals	20	42	45	3	2	n/a
# of Male Principals	11	19	30	0	3	n/a
Female Percent	65%	69%	59%	100%	40%	n/a
Male Percent	35%	31%	40%	0%	60%	n/a
Range of Years as Principal	*3 – 15*	0 – 34	1 – 25	2 – 3	1 – 10	n/a

Table 16

Location of Schools and Principals' Perception in Necessity of Spending Time Off

Campus

	Always	Very Frequently	Occasionally	Rarely	Very Rarely
Urban	18	36	42	3	3
Percent	58%	59%	55%	100%	60%
Suburb	10	21	26	0	2
Percent	32%	34%	34%	0%	40%
Rural	3	4	6	0	0
Percent	10%	7%	8%	0%	0%
Blank	0	0	2	0	0
Percent	0%	0%	3%	0%	0%

The examination of the relationship between TAKS rating and principals'

perception of whether spending time off campus is necessary is shown on table 17. 63%

of principals who felt spending time off campus was always necessary came from

Exemplary and Recognized schools. 69% of principals who felt spending time off

campus is very frequently also came from Exemplary and Recognized schools. In

contrast, 66% of those who responded under Rarely came from schools with Acceptable,

and Low Performing schools. Furthermore, 55% of those who responded that it is

occasionally necessary to be off campus came from Exemplary and Recognized schools, and the other 45% came from Acceptable, and Low Performing schools. While the mean of the low performing schools was slightly higher than the mean of the high performing schools regarding the time spent off campus, no statistical significance was found. Figure 4 shows the distribution of principals' responses on whether they feel spending time off campus is necessary by using TAKS ratings categories of Exemplary/Recognized, and Acceptable/Low Performing.

Table 17

TAKS Rating and Principals' Perception in Necessity of Spending Time Off Campus

	Always	Very Frequently	Occasionally	Rarely	Very Rarely
Exemplary	13	21	15	1	2
Percent	40%	34%	20%	33%	40%
Recognized	7	19	27	0	0
Percent	23%	31%	36%	0%	0%
Acceptable	9	20	31	1	3
Percent	29%	33%	41%	33%	60%
Low Performance	2	1	3	1	0
Percent	7%	2%	4%	33%	0%
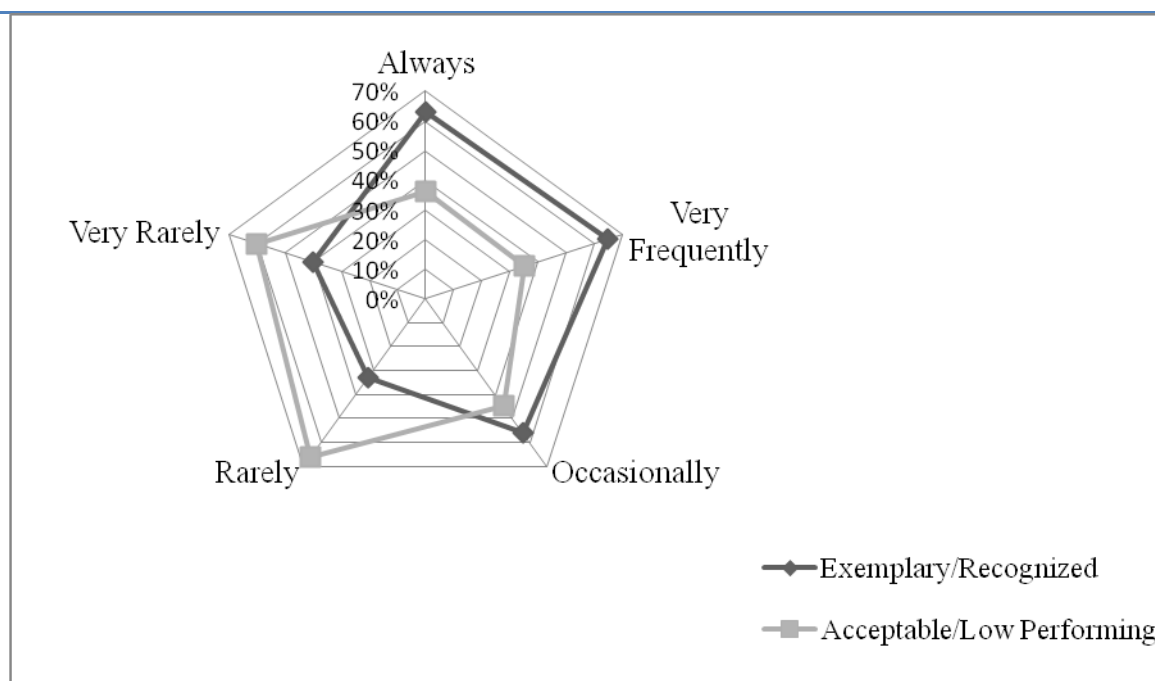
Figure 4. Principals' perception of time off campus necessity according to TAKS ratings.

Research Question 4

Research Question 4: Do principals perceive the use of their time off campus

effective or ineffective? If so, what are the components of effectiveness and

ineffectiveness? In order to attempt to answer this question, it is important to look at the

following questions on Section B of the survey. The first question to consider is "Do you

think the time that you spend off campus is necessary?" There are six answer choices

provided on Likert scale. Answer choices are Always, Very Frequently, Occasionally,

Rarely, Very Rarely, and Never. However, because none of the participants chose Never

as an answer, it will not be used for analysis. This is the same question used to answer the

previous research question. The second question to consider is the explanation of the

previous question. As part of the question on necessity of spending the time off campus, principals were asked to give explanation. It is an open-ended format in order to give them greater freedom to express themselves. The third question asked "Describe the effective use of your time off campus. Give examples." The fourth question asked principals to "Describe the ineffective use of your time off campus. Give examples." Both questions are an open-ended format. The participants had the autonomy to describe unreservedly.

Because the first question is partially analyzed in the previous research question, the explanation the participants gave on "Do you think the time that you spend off campus is necessary?" will be interpreted first. 31 participants chose Always. Following are the quotes given by the participants for Always. Emerging themes seen here are affirmative comments for the necessity of off campus meetings and specific examples of useful off campus activities for principals such as meetings with colleagues, training and staff development, and collaborative opportunities with colleagues. There are three blanks with no answers provided under this category.

- "We gain information from meetings that are necessary for our campus."

- "There is a wealth of information available in the off-campus event. There is a chance to meet and work with colleagues."

- "Yes because the district has strict requirements that need to be addressed."

- "Most of the time we receive information that we have to share with faculty…we also spent time training or receiving staff development."

- "As a first year principal, any time spent at meetings getting information is useful. I feel like I need all the help I can get. So, I have a different perspective on this issue than most principals."

- "If the information directly affects the school."

- "Pertinent to our job such as learning about curriculum, state and district updates such as LEP or Bilingual information that we must use back on our campus."

- "Public relations, raising money."

A second rating on Likert scale is Very Frequently. There were 61 responses in this category. There were two blanks without answers. The majority of responses are affirmative in nature. However, some of the comments do indicate examples of unnecessary off campus activities. Some of the examples of explanations are quoted below.

- "Since I am so new to the job, it is necessary for me to receive all of the information I can first-hand."

- "Much of the time is needed – not always is the case. The Teaching and Learning meetings I find very valuable as expectations and trends in the district are explained and there is time for questions – it is crucial for us to understand – we do not have to agree – but when we return to our campus – we must present a unified front to the teachers and be able to explain the what's and why's."

- "Most of the time, the time off campus is very worthwhile unless it is concerning something that can be handled through emails."

- "It depends ... we care called off campus to attend such meetings as Special Ed. that I feel I can get from my Special Ed. Department chair. Other times I enjoy the time when we spend off campus when it is directly related to my campus and/ or the activities that I need to be implementing. I enjoy the curriculum meetings that are held because that is our opportunity to learn what is being covered for that particular core content."

- "District level staff meetings and Principal meetings."

- "Training for instruction and management."

- "There is too much to do during the workday!"

The third answer choice is Occasionally. There were 76 responses given on the Likert scale. However, there were nine blanks without explanation. In this category, there was an emergence of unenthusiastic and negative comments mixed with positive comments. There were 32 (42%) comments that were affirmative or positive in nature, while there were 42 (58%) complaints that were unenthusiastic, negative, and irritable as shown in Figure 5. The following is the quotes from Occasionally. Some quotes contain both positive and negative comments.

- "Sometimes there is important info needed to be delivered face-to-face, whether it's regarding a new best practice or promotion requirements. Other stuff is ridiculous."

- "I would much rather be on my campus with my teachers and students."

- "Some meetings could be done otherwise, some are imperative. I am gone more than I would like to be."

- "Some meetings are unnecessary."

- "It seems like many of my meetings are frivolous and not well planned. The principals meetings are important and I enjoy having the opportunity to work with other principals."

- "It interferes with getting paperwork done to meet deadlines."

- "Some of the meetings have no bearing on my campus."

- "Sometimes it is."
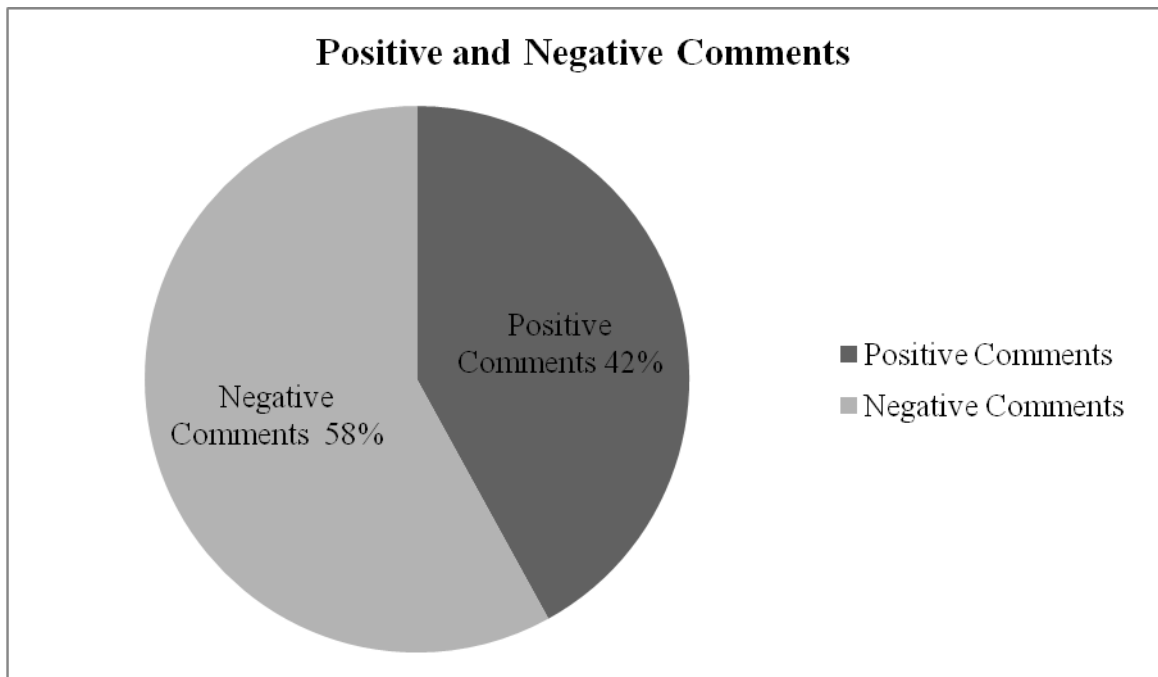
Figure 5. Percentage of positive and negative comments from occasionally.

The fourth and fifth answer choices were Rarely and Very Rarely. There were eight responses from both categories, three responses were from Rarely and four responses were from Very Rarely. The responses were negative in nature and unenthusiastic about attending off campus activities. The following is the quotes from both categories.

- "Many meeting could be consolidated into one information session."

- "Info can be sent via email. Students & school is priority."

- "I believe that some of the mandated principal meetings are unnecessary because the most of the information distributed can be given via internet."

- "Being off campus takes away from providing instructional focus and leadership."

Emerging themes were identified from the explanation given by the principals. They were analyzed according to each Likert scale. The majority of the comments gathered from Always and Very Frequently were affirmative and positive. However, there were negative comments than positive ones from Occasionally about attending off campus activities. Furthermore, all the comments given in Rarely and Very Rarely were unenthusiastic complaints about having to attend off campus activities.

On the next question on Section B, the principals were asked to describe the effective use of their time off campus by giving examples. It was an open-ended format in order to allow autonomy for individual response. There were 306 categorized responses identified. Nine principals did not give answers or left them blank. The rest were categorized according to identified nine emerging themes: information/policy, professional development/training, leadership/principals meeting, curriculum, working/self improving, for students/student means, funding/budget/money, discussion called by the district/committees/planning/staffing, and others. Table 18 shows the frequency count and percentage of the effective use of time according to each category. Identified emerging themes were organized in order from the most frequently given responses to the least.

Table 18

Frequency Count and Percentage of Identified Categories of the Effective Use of Time

Category	Frequency	Percentage

Professional Development/Training	65	21%
Leadership/Principals' Meeting	50	16%
Information/policy	37	12%
Discussion by the District/Committee	37	12%
Networking/Self Improvement	37	12%
Others	32	11%
For students/Student Needs	20	6.5%
Curriculum	17	5.5%
Funding/Money/Budget	11	4%
Total	306	100%

According to the survey, participants identified professional development and training opportunities as the most effective use of time being away from campus. Out of 306 responses, 65 (21%) of them were about this category. The following is the actual quotes taken from the survey.

- "Professional development that is new, challenging, and can have an impact on my job and campus."

- "Hands on training where you use your own data and return to implement immediately."

- "When there is a new system that is going to be put in place at your school and you need to learn how it works, then that would be an effective use of your time off campus."

The second most frequently given explanation was leadership/principal meetings. 50 responses (16%) from 306 belong to this category. These are some explanations and examples from the survey.

- "Vertical collaborative planning meetings (where we meet with the other principals in my vertical) are very helpful."

- "When we have principals meetings it is a great time to talk about strategies that have worked with schools that have similar demographics."

- "Meeting other administrators at various administrative meetings and workshops throughout the school year allows me to interact and receive beneficial information regarding school improvement. "

Next three categories have the same frequencies and the percentages of 37 (12%). Therefore, they will all be identified as the third most frequently given examples of effective use of time off campus. This category is to finding out information and policy procedures. Here are the examples of participants' description.

- "Informational policy meetings."

- "District initiatives or requirements."

- "Meetings that give out information that is relevant and useful."

- "Informational meetings where we are updated on what is happening and what we need to be doing."

- "Important information that can't be discussed via email. Confidential."

The next identified effective use of time was attending discussion hosted by the district or attending various committees. These are some of the descriptions noted on the survey.

- "Zoning committee and other committee meetings."

- "Meetings with the superintendent that establish and set goals and expectations for my campus, and campus group"

- "Talking big picture and vision as a district."

The other identified theme of effective use of time off campus was networking and doing activities such as discussion and sharing of ideas for self improvement. Some of the examples this category showed are as follows.

- "When I need help getting a situation resolved I can usually talk to more experienced people and get ideas from them about what I should do. This is very helpful."

- "When it allows me to mesh theoretical with practical. In other words, enhance my abilities as a reflective practitioner."

- "Anything that will help me with becoming a more effective administrator of this school."

- "Networking with colleagues."

- "I visit with peers and brainstorm with them."

- "The networking conducted is beneficial because I am able to communicate with other administrators regarding best practices. Specifically, I met a veteran principal at a meeting whom I have continued an on-line dialogue about building the culture of my school and transitioning new students to our program. Her advice has been very helpful."

This category is for all the other responses that do not belong to the other identified themes. There were 32 responses (11%) that belong to others. These quotes describe the examples of others.

- "Meetings with community leaders in an effort to make connections."

- "Security"

- "Interview prospective teachers and administrators."

- "Recruiting and promoting programs"

- "ARDS, transfer ARDS, etc."

The next most frequently identified category of effective usage of off campus time was when a principal does something for the students or to address student needs. There were 20 answers (6.5%) involving doing things for students. The followings are the descriptions.

- "Supervising off campus events."

- "Seeing kids compete."

- "Parent conference."

- "Saturday mornings we go to homes of students to ask them to come back to school."

There were 17 (5.5%) counts of curriculum as the better use of time off campus. Some of the quotes given in this category are shown below.

- "The curriculum meetings are of most use to me."

- "Meeting with curriculum directors and department heads to focus on the content areas."

- "Curriculum meetings"

The last category identified for the effective use of time off campus was to learn or participate in activities related to funding, money, and budget. There were 11 (4%) comments related to these issues.

- "Raise money."

- "Decentralized budgeting - SAP training, how to transfer money."

- "Fund raising."

In addition, the principals were asked to describe the ineffective use of the time spent off campus by giving examples. It is an open-ended format in order to allow greater freedom for the participants to answer using their own words. There were six emerging themes identified from examples of ineffective use of time off campus. There were a total of 188 categorized responses. These activities identified were as follows:

- Things that could be done by e-mails, phone calls, or other alternative communication methods.

- Meeting that is redundant, repetitive, or too long.

- Everything is useful/none are ineffective.

- Things that are relevant or applies to me.

- Meetings for principal, staff development, to discuss issues.

- Others

The most frequently quoted activities involve doing things that could be done by other alternative methods, such as utilizing e-mails and phone calls. The participants gave 52 responses (27.7%) commenting this type of ineffective use of time off campus. These are the comments given in the survey.

- "Could have been communicated via email."

- "Mundane tasks that could be taken care of through a different venue are an ineffective use of my time. For example, having to go to a meeting where vendors talk."

- "Meetings where the information could be provided in a memo or email."

- "When you are sitting in a meeting and realizing that all of the information could have been sent through an email."

The second most frequently commented category for ineffective use of off campus time was the others. It was for all the other responses that did not belong to the other themes. The frequency count was 39 (20.7%). These were the comments that belong to this category.

- "Ineffective use of time occurs when meeting are scheduled during times when I am busy at my campus (during TAKS testing time, grading periods)."

- "It depends ... we care called off campus to attend such meetings as Special Ed. that I feel I can get from my Special Ed. Department chair."

- "When I am not allowed to be a visionary."

- "Sitting in meetings about payroll and budgeting is ineffective."

- "Luncheons - There is too many luncheons. Even if it does build communication relations within the community it is more important to be on campus."

- "Ineffective uses are meetings that don't achieve anything."

- "Bringing in representatives to promote their materials, services."

The third most frequently identified ineffective use of time away from campus was when the principals are required to attend meetings that are redundant, repetitive, and too long. There were 26 (13.8%) comments that were indicative of this category.

- "Meetings that contain information that has already been given at a previous time."

- "Procedural meetings that are required every year."

- "Attending meetings just for the sake of having periodic meetings."

- "Presentations of redundant information that could have been emailed instead."

- "Meetings where the same information is repeated. We don't have time to waste on repetition."

- "As stated earlier, some of the information passed out during meetings tends to be repetitive. I understand the importance of my staff gaining knowledge about TAKS training and understanding all components of this mandated test, but I felt burdened with this type of information. I would prefer getting literature on how my teachers can incorporate relevant and innovative lessons that provide some type of standardized testing review."

The forth category of the ineffective way of using time off campus was when principals are required to attend meetings that does not apply to them. There were 25 comments related to this category which equates to 13.3%.

- "Ineffective use of my time would be to discuss information that has no bearing on my campus."

- "I wish some of the principal meetings or the accountability meetings would be broken up a little bit different between the novices and the more experienced people."

- "Some of the meetings could be more effective if the audience were broken up into groups like beginner principals and veteran principals."

- "Training for someone else."

- "Issues, procedures, etc. which are not necessary for the principal to know in specific detail, as it is the primary job responsibility of an assistant or other certified personnel."

In this category, there were 24 responses (12.8%) stating that none of the off campus time are ineffective. Those who responded in this category described all the off-campus meetings are useful.

- "No ineffective time."

- "There are very few times when the meetings that are scheduled for off campus are ineffective."

- "I can't say that I find time that is ineffective if it is school related."

- "There isn't any."

The last theme identified was the meetings or staff development principals must attend that has a quality issue. There were 22 comments (11.7%) indicating that some of the off-campus meetings or activities were not well executed land.

- "Many of the meetings are trainings are not well presented and result in me being off campus for nothing."

- "Attending meetings with little direction, not well thought out, unclear agenda and purpose."

- "Some of the meetings are just data dump sessions whereas it might be more helpful to have meetings where we discuss various cases or how other principals handle certain situations, etc."

- "The quality of staff development time is not "great"."

Research Question 5

Research Question 5: Who arranges the off campus meetings you must attend? This is the last question asked on Section B. Principles were asked to give specific examples of who arranges the off campus meetings that they are required to attend. The principals were able to use their own words to give specific examples open-ended format. The data were obtained from 175 principals and three did not give answers. The data were analyzed in an attempt to categorize emerging themes. There were five categories identified as a result. When the participants are asked who arranges the off campus meetings, they have answered the following: central office personnel such as director,

assistant superintendent, others such as regional manager, executive principals, and board executives.

Based on the replies, the most frequently given answers were Central Office personnel like directors and coordinators with120 counts (47%). The next most frequently replied answers were Assistant Superintendents with frequency count of 80 (31%). The third category was identified as others as they included various descriptions of personnel such as head master, lay leader, secretary, "my supervisor" and diagnostician. They accounted for frequency count of 30 (12%). Though categorized separately from the rest, many descriptions indicated that these individuals were in supervisory position. They were categorized altogether into this group because of lack of specific titles or job descriptions. There were 21 counts (8%) of Executive Principals who act as a leader of principals in a cluster. Four people (2%) responded that the Board of Trustees arranges the meetings. According to the result, 78% of the meetings were arranged by the district personnel who are either in their supervisory position or people who is in charge of different divisions of district body. The table 19 shows the type of positions held by those who call for mandatory meetings principals are required to attend.

Table 19

Types of Positions to Arrange Mandatory Meetings for Principal

Types of Positions to Arrange Meetings	Frequency Count	Percentage
Central Office	120	47%
Assistant Superintendent	80	31%
Others	30	12%

Executive Principals	*21*	8%
Board of Trustees	*4*	2%

Summary

In this chapter, the research design, details of the statistical analysis methods, and the purpose of the study were discussed. The general description of demographic information was provided for the participants of the study: gender, ethnic breakdown of participants, years of experience as a principal, TAKS rating of a school, and location of school. The results of each research questions were presented. The purpose of this qualitative study was designed to learn more about how principals spend their time during the week, with specific focus on how much time they spend off campus and how they perceive the time spend: effective or ineffective. The research questions were to find out on average how many hours the participants work per week, the average percentage of the time they spend off campus during the week, the principals' perception in whether they feel they are using their time effectively, the emerging themes of what they consider effective use of time and ineffective use of time off campus, and to find out who arranges the off campus meetings they are required to attend.

The results indicated that on average, principals work about 59.8 hours a week, with the range of 40 hours to 100 hours a week. It was further analyzed based on gender. The hours they work, both the range and the average, were very similar and there was no significant difference based on gender difference. On average, principals spent

about13.5% of the time off campus. 13.5% equates to approximately 5.4 hours out of 40 working hours per week, and 8.1 hours out of average working hours of about 60 hours a week. Accordingly, on average a principal may be out of the building for one day a week. Approximately 52% of the participant perceived that spending time off campus was Always /Very Frequently necessary. About 42% of them answered Occasionally necessary. Those who answered spending away from campus were Rarely/Very Rarely necessary was about 5%. Based on the TAKS ratings, schools with Exemplary/Recognized ratings were more likely to perceive off campus activities as necessary while principals from schools with Acceptable/Low Performing perceived them as unnecessary. **While the mean of the low performing schools was slightly higher than the mean of the high performing schools regarding the time spent off campus, no statistical significance was found.**

Further data analysis indicated that when principals have more than 11 years of experience as a principal, all off campus meetings were either Always, Very Frequently, and Occasionally useful, and none with this experience level reported Rarely and Very Rarely in being asked the necessity of off campus time.

The last question asked principals to explain who schedule off campus meetings they must attend. The vast majority of about 80% replied central administrators such as directors and coordinators of different departments and Assistant Superintendents.

CHAPTER 5: DISCUSSION AND CONCLUSION

Chapter 5 will begin with an overview of the purpose, rationale, research methods, and a summary of the results of the data analysis presented in the previous chapter. Additionally, there will be a discussion of this study, and implication for practice as well as for the future research. The conclusions will be presented in detail, including areas where the present study supports or conflicts with the existing literature on the use of time. The most important part of the chapter will be the discussion of how this study is relevant to current and future school administrators as they seek to tackle the mounting tasks of accountabilities and responsibilities. With these goals in minds, the chapter is organized into the following five sections:

1. Summary of the study

2. Findings

3. Implications for practice

4. Implications for future research

5. Conclusion

Summary of the Study

Despite the countless challenges the educational leaders face, the reality is that they are often required to be off campus for various reasons. With many research findings point out the limited time principals have to affect meaningful changes on campus, it is important to further investigate how the principals in greater Houston area spend their time. It is critical to use the available time purposefully and conscientiously. More than

ever before, campus administrators and its supportive staff must be protective of their time. This study was a section of a survey study of principals in Houston and surrounding areas in Southeast Texas. The research was designed to learn more about how principals in elementary, middle, and high schools spend their time off campus, and their perception in whether they are using their time effectively. It is a quantitative survey research with five open-ended questions and one Likert scale question. A mixed methods approach is used to analyze this study. The responses of the principals will be analyzed using correlational techniques, statistical, and causal-comparative approach.

The campus principals participated in this survey research study. The totals of 178 usable responses were acquired. Although majority of the respondents were from the greater Houston area, some of them were from different areas of Texas and other states. Of the 178 participants, 112 are female principals and 65 are male principals. Participating principals were selected by students in Master's degree program who were working toward obtaining principal certification along with a Master's degree. Convenience sampling method was utilized in the selection process.

Findings

This study focused on the following five research questions:

6. On average, how many hours do principals work?

7. On average, what percent of those hours are spent off campus?

8. Do principals feel that the time spend off campus is necessary?

9. Do principals perceive the use of their time off campus effective or
   ineffective? If so, what are the components of effectiveness and
   ineffectiveness?

10. Who arranges the off campus meetings you must attend?

Each question was answered using quantitative data that were obtained from the survey.

Research Question 1

Research Question 1: On average, how many hours do principals work? In order
to answer the first question, the first question of the section B from the survey was
analyzed. The principals were asked to respond by giving the average number of hours
they work as a principal in a week. It was open ended question, in which each principal
had the freedom to give exact number. 176 out of 178 principals answered this question.
The participants answered that the average hours they work in a week were 59.8 hours
with the range from 40 hours a week to 100 hours a week. The average work hour was
analyzed according to gender difference. Female and male principals showed similar
work hours of 59.5 hours per week, and 60.4 hours per week. The result was also
analyzed based on TAKS ratings of each school. The average work hours for principals
from schools with Exemplary/Recognized ratings were 59.2 hours per week. The average
work hours for Acceptable/Low Performing schools were 60.8 hours per week. Average
work hours based on principles years of experience also shows similar hours for each
category. The similar average of 57.5 hours per week was seen from 0 to 10 years in

years of experience as principals and those with the experience of 16 years or more. For

11 to 15 years category, the work our average was the highest at 63.6 hours.

Based on the study conducted by The National Association of Elementary School

Principals (NAESP) in 1998, the result showed that elementary principals work about

nine hours a day and 54 hours a week. According to the survey study conducted by

DiPaola and Tschannen-Moran (2003), 84% of the principals and assistant principals

responded that they work more than 50 hours per week. About 31% of the respondents

reported working 50-54 hours, 25% reported to working 55-59 hours, and nearly 16%

reported to work 60-64 hours per week. In this study, 96% of the principal reported they

work more than 50 hours a week, which shows 12% increase in principals working

longer hours.

Research Question 2

Research Question 2: On average, what percent of those hours are spent off

campus? The second question on section B of the survey asked the percentage of hours

principals spend off campus per week. It was an open-ended question in which

participants had the freedom to give any numbers they deem fit. Working hours a week is

calculated as 60 hours a week in order to convert percentage into hours. The average

response on the percentage of hours spent off campus was 13.5%, which is 8.1 hours.

Accordingly, based on this result a principal is away from their campus approximately

one day out of the week. There was a slight difference between female and male

principals. Male building principals spent 14.5% or 8.7 hours per week being away with

just one hour more than the female principals. Although availability of literature is

limited, Horang, Klasik, & Loeb in 2010 conducted a study to find out how principals

spent their day and in which location they work during the workday. The result showed

they spent about 4% of their time being off campus.

Research Question 3

Research Question 3: Do principals feel that the time spend off campus is

necessary? The third question on section B of the survey asked, "Do you think the time

that you spend off campus is necessary?" Participants were asked to choose an answer

from the following Likert scale: Always, Very Frequently, Occasionally, Rarely, Very

Rarely, and Never. The results showed 31(17.4%) principals answered Always,

61(34.3%) answered Very Frequently, 76(42.7%) Occasionally, three (1.7%) participants

selected Rarely, and five (2.8%) chose Very Rarely. This indicates that about half the

participants felt spending time away from campus is necessary most of the time. On the

contrary, only 4.5% rated Rarely, and Very Rarely necessary to spend time off campus.

Principals who answered the time spent off campus were Always, Very

Frequently, and Occasionally had the experience range from 1 to 34 years. In

comparison, those who answered Rarely and Very Rarely has less than 10 years of

experience as principals. The data was further analyzed based on the TAKS ranking of

each school. 65% of Exemplary/Recognized schools answered Always/Very Frequently,

While 35% of Acceptable/Low Performing schools answered in the same categories. 38%

of Exemplary/Recognized schools and 63% of Acceptable/Low Performing Schools

chose Rarely/Very Rarely. It seems the principals from higher performing schools

perceive the time off campus more necessary compared to those principals who are from schools with Acceptable/Low Performing.

Research Question 4

Research Question 4: Do principals perceive the use of their time off campus effective or ineffective? If so, what are the components of effectiveness and ineffectiveness? In order to attempt to answer this question, it is important to look at the following questions on Section B of the survey. The first question to consider is "Do you think the time that you spend off campus is necessary?" Approximately 52% principals replied that spending time off campus was Always/Very Frequently necessary and about 43%, answered Occasionally necessary. About 5% of the participants perceived it as Rarely/Very Rarely. In examining the open ended explanations on why they chose Always/Very Frequently, the majority of the comments are positive and affirmative in nature. Comments given under Occasionally Solomon emergence of unenthusiastic and negative comments mixed with positive ones. Approximately 42% were affirmative and positive. While 58% of the comments given were negative in nature all comments given under Rarely/Very Rarely were negative.

Principals gave 306 responses on the effective use of time being away from campus. 73% of them were professional development/training, leadership/principals meeting, information/policy, discussion by the district/committee, and networking/self improvement. Surprisingly, only 5.5% indicated curriculum. Many of the comments indicated effective use of time is to learn through hands-on activities, interact with colleagues through sharing ideas and problem solve, and relevancy to his/her campus.

To describe the ineffective use of their time off campus, there were a total of 188 categorized responses with six emerging themes identified. In contrast to the responses on the effective use of time, they have stated having to attend meetings when there is an alternative method of distributing information, the redundancy and the repetitiveness of the information, and irrelevancy of information. However, about 13% of affirmed that all off campus meetings are useful.

Research Question 5

Research Question 5: Who arranges the off campus meetings you must attend? This is the last question asked on Section B. Principles were asked to give specific examples of who arranges the off campus meetings that they are required to attend. There were five emerging themes identified. Not surprisingly about 80% of those who arrange the meetings off campus were personnel from central administrative office and assistant superintendents. The third category was identified as others as they included various descriptions of personnel such as head master, lay leader, secretary, "my supervisor" and diagnostician. They accounted for frequency count of 30 (12%).

Implication for Practice

This study investigated how the principals in the greater Houston metropolitan area spend their time, with an emphasis on how much time they spent off campus, away from their campuses, and their perception of its effectiveness and ineffectiveness. Shelton (2008) has stated that the job description for an educational leader has greatly expanded in recent years, and the principals are required to

become "jacks of all trades" to fulfill the various responsibilities. Fuller and Young (2009), the recent research findings indicate that in order to advance and sustain the increased performance of students, it is crucial to have a strong principal in a school to lead the change.

Based on the findings, there is the need for practical change in two areas. First, the off campus meetings and activities need to be designed to reflect the relevancy of each campus, not necessary for the majority. As the educators strive to differentiate and individualize the instruction, off campus activities planned by the central administration must focus on the needs of each campus. As noted in chapter 4, principals from Exemplary/Recognized schools perceived off campus as more toward necessary than principals from Acceptable/Low Performing schools. There may need further examination on whether the off campus meetings and activities address the needs of those campuses.

Another area to concentrate on is to consolidate the off campus meetings where possible. From the explanations on effective and ineffective off campus gatherings, many of the complaints were that many of the information could be given via other methods instead of meeting, and the redundancy of some meetings. With the limited time with so much to do, it is important to be conscientious and protective of the available time for principals.   As Rayfield & Diamantes (2004) noted, administrators' responsibilities are not reduced, it may be possible to consolidate.

Implication for Further Research

      The following suggestions are presented for further research regarding principals' time spent off campus. The present study was conducted in a limited geographic area of Houston and surrounding areas in Southeast Texas. This study could be generalized to other locations by expanding the geographic location.

      The present study was conducted through the cognitive interviews and self-reports from the participants. For the future research, the data could be obtained through observations or by analyzing available data or logs such as principals' calendar/schedule and sign in sheets for off campus activities.

      In addition, further investigation could be done on the usefulness and effectiveness of off campus activities, specifically for lower performing schools. As the majority of respondents from lower performing schools indicated that current off campus activities are not effective for their schools, there should be additional focus on how to provide useful off campus support that meets their needs.

Conclusion

      The study provided an insight as to how the principals spend their time, especially focusing on time spent off campus. There was a search on how many hours principals work per week, the percentage of time spend off campus attending meetings off campus, their perception of its necessity, effectiveness, and ineffectiveness. There are many roles and responsibilities that principals must assume in order to run effective schools. A presence of a strong principal is essential to having a school with high student achievement. However, recent studies have shown that the demands placed on

educational leaders have become increasingly challenging and even unreasonable. Public

school principals have highly complex jobs (Smith & Andrews, 1989). More than ever

before, there needs to be changes made in an attempt to ease the strain already placed on

educational leaders. Based on the results and findings, the off campus meetings and

activities need to be redesigned to reflect the relevancy and needs of specific

campus. As the educators strive to differentiate and individualize the instruction, off

campus activities planned by the central administration must accommodate the

area of needs.

Another area to concentrate on is to consolidate the off campus meetings

where possible. From the explanations on effective and ineffective off campus

gatherings, many of the grievances were that many of the information could be

given via other methods instead of meeting, and the redundancy of some meetings.

With the limited time with so much to do, it is important to be conscientious and

protective of the available time for principals.   As Rayfield & Diamantes (2004) noted,

administrators' responsibilities are not reduced, but it may be possible to consolidate. By

doing so, educational administrators can concentrate on other critical areas to undertake.

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APPENDIX A: SURVEY QUESTIONS

1. Default Section

Graduate Student's Name

Code

2. Section A: Demographic Information

The Principal's Name

Age

Age (in Years)

Sex

◯ Male   ◯ Female

Years as a Principal

Years in Education

Degrees Held

☐ Bachelors

☐ Masters

☐ Doctorate

Management or Principal Certification Year

Institution

Ethnicity

Ethnicity

Major Teaching Field

Extra-curricular activities directed while a teacher

The School's Name

Location

◯ Rural

◯ Suburban

◯ Urban

Number of Teachers

Number of Students

Percentage of Students

White/Non-Hispanic

Black/Non-Hispanic

Hispanic

Asian/Pacific Islander

American Indian/Alaskan Native

Non-Resident/International

Other Certified Personnel

Non-certified Personnel

TAKS Rating

○ Exemplary

○ Recognized

○ Acceptable

○ Low Performing

Percentage of Students on free and reduced lunch

Name of School District

3. Section B

In this section, we are trying to understand how principals use their time and if they think that they are making good use of their time . Specifically, we want to know the following:

On average, how many hours per week do you work as a principal?

_____

On average, what % of those hours are spent off campus?

_____

Do you think the time that you spend off campus is necessary?

○ Always	○ Occasionally	○ Very Rarely
○ Very Frequently	○ Rarely	○ Never

Explain.

[text box]

Describe the effective use of your time off campus. Give examples.

[text box]

Describe the ineffective use of your time off campus. Give examples.

[text box]

Who arranges the off campus meetings that you must attend? Give specific examples.

[text box]

4. Section C

In this section, we are interested in how principals are evaluated in their job performance.

Does your district utilize the state's recommended appraisal form for principal evaluation?

○ Yes

○ No

Does your district use a district generated evaluation form?

○ Yes

○ No

Do you feel that the evaluations are fair ?

| ○ Always | ○ Occasionally | ○ Very Rarely |
| ○ Very Frequently | ○ Rarely | ○ Never |

Explain.

Do you feel that evaluations are useful?

| ○ Always | ○ Occasionally | ○ Very Rarely |
| ○ Very Frequently | ○ Rarely | ○ Never |

Explain.

Do the evaluations impact or change your behaviors or practices in your school?

| ○ Always | ○ Occasionally | ○ Very Rarely |
| ○ Very Frequently | ○ Rarely | ○ Never |

Explain.

Do you feel that you have improved as a result of the evaluation appraisal process?

| ○ Always | ○ Occasionally | ○ Very Rarely |
| ○ Very Frequently | ○ Rarely | ○ Never |

Explain.

5. Section D

In this section, we are trying to determine if your district uses a "succession plan" to replace Principal's. Specifically:

How many years ahead does your school district office planning, project Principal arrangements or Vacancies?

- ○ 1 year
- ○ 3 years
- ○ 5 years
- ○ 2 years
- ○ 4 years

When you were hired as a principal, did anyone in central office assist you in setting goals or priorities in order to successfully lead this school?

- ○ Yes
- ○ No

If yes, explain.

[text box]

In the succession planning, do you think the best time to place a principal in a school is at the beginning of the school year?

- ○ Yes
- ○ No

Explain.

[text box]

6. Section E

In this section, we are trying to determine the role of the Principal in Teacher's Professional Development. Specifically:

How important would you rate teacher professional development as a task for Principals?

- ○ Very Important
- ○ Moderately Important
- ○ Unimportant
- ○ Important
- ○ Of Little Importance

Explain.

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[                              ]
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How important is the PDAS in determining your assessment of the developmental needs of your teachers?

- ○ Very Important
- ○ Moderately Important
- ○ Unimportant
- ○ Important
- ○ Of Little Importance

Explain.

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[                              ]
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