

HOW PRINCIPALS IN PUBLIC AND PRIVATE SCHOOLS USE THEIR TIME: 2011–12

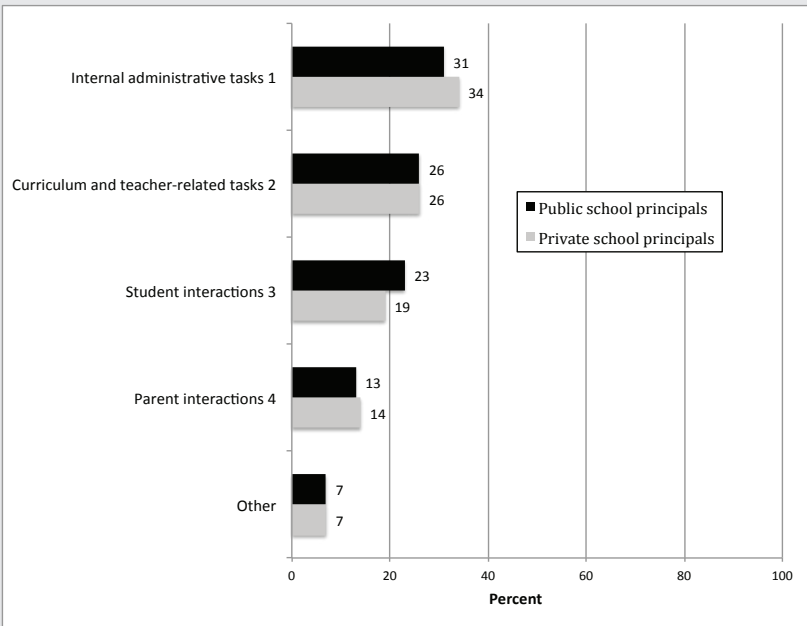
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1. On average, what percentages of time did principals in public schools and in private schools spend on specific tasks? How did the mean percentages of time spent differ between public and private school principals?

In the 2011–12 school year, principals in public schools reported spending the largest percentage of their time on internal administrative tasks including human resource/personnel issues, regulations, reports, and school budgets (31 percent) (figure 1). They reported spending the second largest percentage of their time on curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, and mentoring teachers (26 percent); followed by student interactions including discipline and academic guidance (23 percent); parent interactions including formal and informal interactions (13 percent); and other tasks (7 percent).

Similar to public school principals, principals in private schools reported spending the largest percentage of their time on internal administrative tasks (34 percent), followed by curriculum and teaching-related tasks (26 percent), student interactions (19 percent), parent interactions (14 percent), and other tasks (7 percent).

Figure 1. Mean percentage of time principals reported spending on average throughout the school year on certain tasks. School year 2011–12.



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2011–21

percent), parent interactions (14 percent), and other tasks (7 percent). While public and private school principals' overall patterns of time use mirrored each other, some differences existed in the percentages of time that principals in public and private schools spent on certain tasks. In particular, public school principals reported spending a

larger percentage of time on student interactions (23 vs. 19 percent) than private school principals, but a smaller percentage of time on internal administrative tasks (31 vs. 34 percent) and parent interactions (13 vs. 14 percent).

...

(Question 2 omitted)

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3. Within the private school sector, how did the mean percentages of time that principals spent on specific tasks vary by school characteristics, staffing characteristics, and principal characteristics?

School Characteristics

School classification

(Omitted)

Community type

In private schools, principals in rural areas reported spending a smaller percentage of time on internal administrative tasks (30 percent) than principals in cities and suburbs (36 percent for both), but a larger percentage of time on curriculum and teaching-related tasks (30 percent) than principals in cities (24 percent) (figure 7).

School level

(Omitted)

Minority student composition

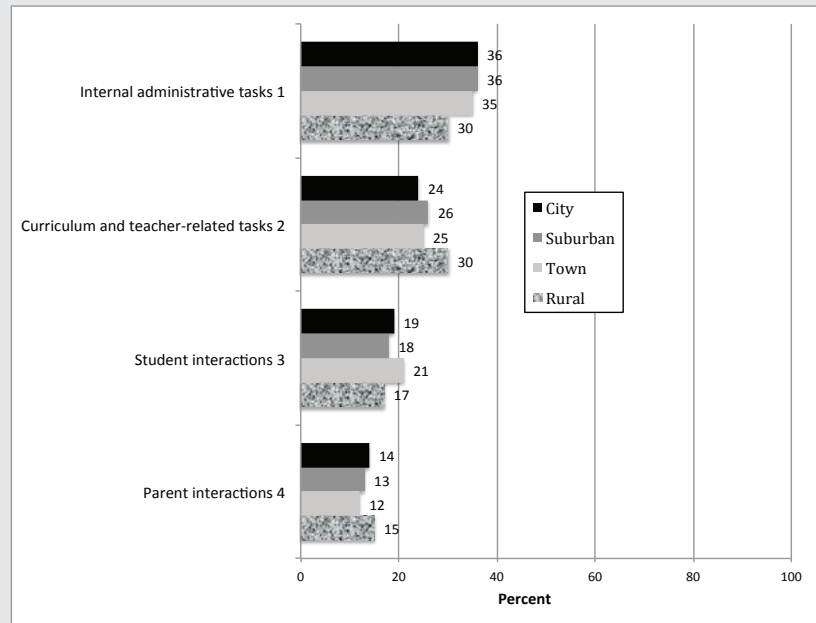
(Omitted)

STAFFING CHARACTERISTICS

Number of teachers

Principals in private schools with fewer than 25 teachers differed from their peers in a number of ways (table A-5). [See notes.] Compared to private school principals in schools with 25–50 teachers, they reported spending a smaller percentage of time on internal administrative tasks (33 vs. 39 percent). Additionally, compared

Figure 7. Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by community type: School year 2011–12



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2011–21

to principals in private schools with 25–50 teachers and more than 50 teachers, they reported spending a larger percentage of time on curriculum and teaching-related tasks (28 vs. 20 and 19 percent, respectively).

Number of assistant principals

Private school principals in schools with no assistant principals reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in schools with one assistant principal and schools with

two or more assistant principals (29 vs. 22 and 20 percent, respectively) (figure 9).

Number of student support and other staff

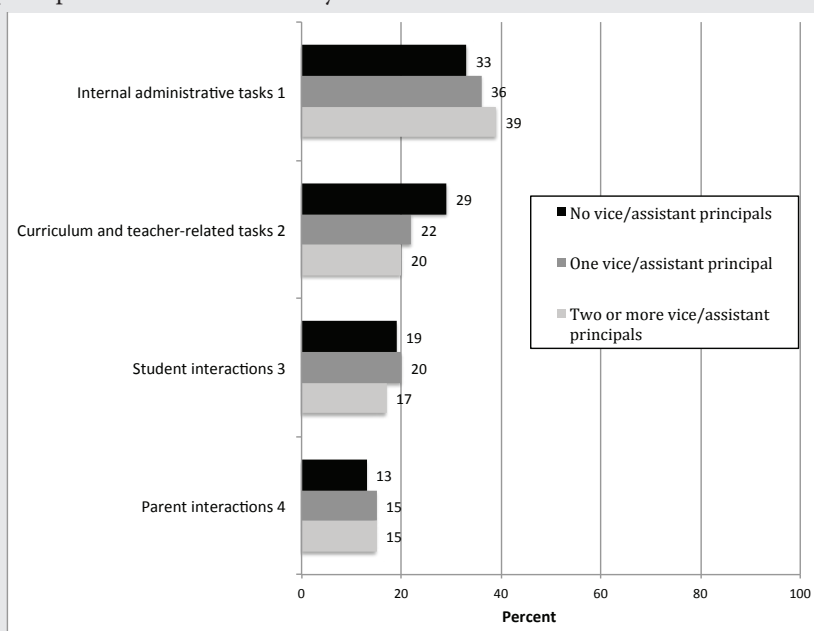
In private schools, principals in schools with no instructional coordinators reported spending a larger percentage of time on curriculum and teaching-related tasks, compared to principals in schools with at least one instructional coordinator (27 vs. 23 percent). Similarly, principals in schools with no school/guidance

counselors reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in schools with at least one school/guidance counselor (28 vs. 23 percent). Principals in schools with no social workers also reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in schools with at least one social worker (27 vs. 20 percent) (table A-5).

Number of school secretaries/other clerical support staff

Private school principals in schools with no secretaries/other clerical support staff reported spending a smaller percentage of time on internal administrative tasks, compared to principals in schools with one secretary/other clerical support staff and schools with two or more secretaries/other clerical support staff (28 vs. 35 and 38 percent, respectively). Principals in schools with no secretaries/other clerical support staff also reported spending a larger percentage of time on curriculum and teaching-related tasks, compared to principals in schools with one or two or more secretaries/other clerical support staff (35 vs. 25 and 22 percent, respectively) (table A-5). There were also differences between private

Figure 9: Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by number of vice/assistant principals in the school: School year 2011–12



NOTE: Includes full-time and part-time employees. Part-time positions or assignments include: Employees shared with other schools or the school office and employees who perform more than one function at this school, such as a teaching principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2011–21

school principals with a single secretary or other clerical support staff and those with more than one such staff member. Principals in those private schools with only one secretary/other clerical support staff person reported spending a larger percentage of time on curriculum and teaching-related tasks than did principals in schools with two or more secretary/clerical support employees (25 vs. 22 percent) (table A-5).

PRINCIPAL CHARACTERISTICS

Sex

In private schools, there were no measurable differences in how male and female principals spent their time.

Age

While private school principals of varying ages generally spent their time in ways that aligned with the overall pattern, there was a difference in how principals of different ages spent their time on one task. Specifically, principals who were 55 years or older reported spending a smaller percentage of time on parent interactions, compared to principals who were 45–54 years old (13 vs. 16 percent) (table A-6). [See notes.]

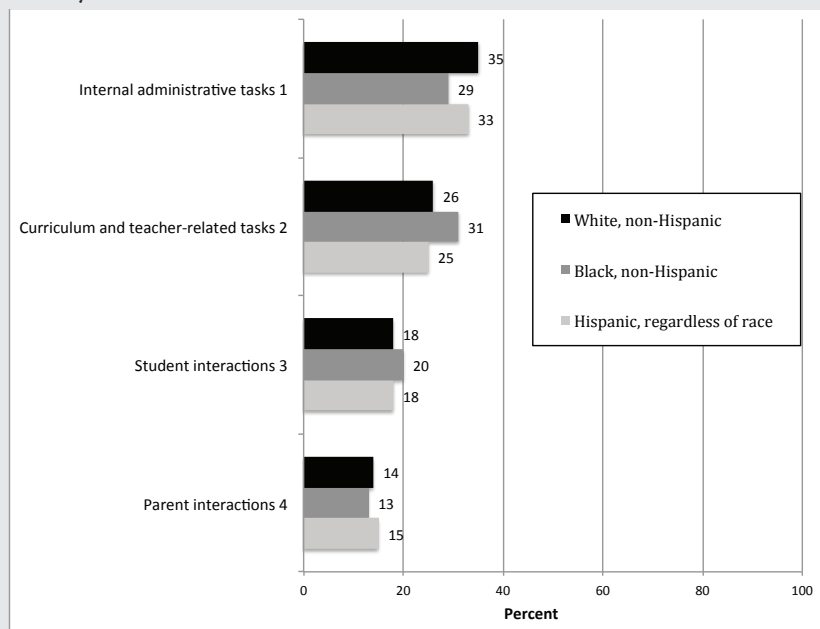
Race/ethnicity

There were no measurable differences in the percentages of time that principals of different racial/ethnic backgrounds spent on curriculum and teaching-related tasks or parent interactions, but there was a difference for internal administrative tasks. Black principals reported spending a smaller percentage of time on internal administrative tasks (29 percent) than white principals (35 percent) (figure 10).

Years of teaching experience

In private schools, principals who had varying levels of teaching experience spent their time in ways that generally matched the overall pattern. Still, some differences existed. Principals with 20 years or more of teaching experience reported spending a smaller percentage of time on internal administrative tasks than their peers with 4–9 years of teaching experience (31 vs. 37 percent) and a larger percentage of time on curriculum and teaching-related tasks (31 percent) than their peers with lower levels of teaching experience: 3 years or fewer (23 percent), 4–9 years (24 percent), and 10–19 years (26 percent) (table A-6). Principals with 20 years of teaching experience or more also reported spending a smaller percentage of time on parent interactions than did

Figure 10. Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by principal race/ethnicity: School year 2011–12



NOTE: NOTE: “Black” includes African American. “Hispanic” includes Latino.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File” and “Private School Principal Data File,” 2011–21

principals with 3 years of teaching experience or fewer (12 vs. 17 percent).

Highest degree earned

In private schools, principals with a bachelor’s degree or less reported spending a smaller percentage of time on internal administrative tasks than principals with a master’s degree, education specialist or professional diploma, or doctorate or first professional degree (29 vs. 36, 37, and 38 percent, respectively), but a larger percentage of time on curriculum and teaching-related tasks (32 vs. 24, 21, and 22 percent, respectively) (figure 11).

Administration certificate status

In private schools, principals who held a certificate in school administration reported spending a larger percentage of time on internal administrative tasks (37 vs. 32 percent) and a smaller percentage of time on curriculum and teaching-related tasks (23 vs. 29 percent), compared to principals who did not hold a certificate in school administration (table A-6).

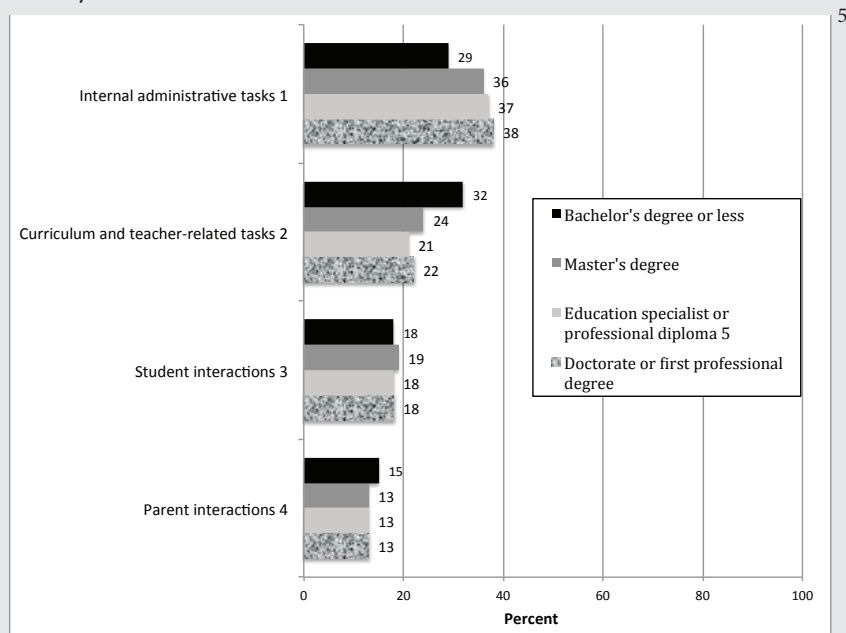
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NOTES:

Find Table A.5 and Table A.6 online at <https://nces.ed.gov/pubs2018/2018054.pdf>.

Figure 11. Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by highest degree earned: School year 2011–12



5. At least 1 year beyond the master's level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2011-21