TEACHERS' PERCEPTIONS OF ACTUAL AND DESIRED ELEMENTARY PRINCIPAL INVOLVEMENT IN INSTRUCTIONAL LEADERSHIP

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by

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ABSTRACT

The purpose of this study was to examine the instructional leadership role of the elementary principal from the teacher's perspective. More specifically, it addressed the following questions: (1) Which instructional leadership activities and behaviors do principals engage in most frequently? (2) Which instructional leadership activities and behaviors do teachers believe principals should be engaged in most frequently? and (3) What differences, if any, exist between a principal's actual and desired role in instructional leadership activities and behaviors as perceived by teachers?

Study data were gathered by means of a questionnaire administered to elementary teachers randomly selected from five school boards across the province. Questionnaire items were developed from an extensive review of literature and research and from an examination of two particular studies of instructional leadership conducted by Larsen (1987) and Williams (1986). An overall response rate of 78.5% was obtained.

Data were analyzed in terms of the three questions posed in the statement of the problem. Teachers' perceptions of the actual and desired level of principal involvement were presented for each item in the questionnaire. The question concerning differences between teachers' responses of actual and desired level of principal involvement was analyzed by

computing differences in mean scores for each item and by using the t-test to determine the significance of the difference.

Findings and conclusions from the study indicated that principals are sometimes or frequently involved in a limited number of instructional leadership activities and behaviors while teachers desire principals to be frequently or almost always engaged in over 80% of the activities listed in the questionnaire items. Teachers believe that principals should be highly involved in staff development, instructional support, resource acquisition and allocation, coordination and troubleshooting activities but suggested a somewhat lower level of involvement in many quality control items.

Recommendations for immediate action included principal in-service centered on instructional leadership, consideration by principals for increased involvement in instructional leadership activities and behaviors, and consideration by school boards for involving principals in the selection and recruitment process. Recommendations for further study included an examination of the reasons why teachers desire limited principal involvement in quality control activities, and that a similar study be conducted at the high school level.

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Finally, the researcher reserves his deepest gratitude for his family. Time lost as a husband and father can never be replaced, only relinquished by those who love, sacrifice and understand. Therefore, this thesis is dedicated to Irene, Tina and Jason.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Studying the school principalship is not new; principals have been the subject of many studies over the past 30 years. The central role of the principal has been viewed, variously, as building manager, administrator, politician, change agent, and instructional leader. Principal attributes and hypothesized correlates selected for investigation in many studies are in large part derived from value stances concerning the relative importance assigned these several roles (Glasman, 1979). During the past decade, value stances have tended to center on the principal as instructional leader.

The notion of the principal serving as instructional leader of the school probably stems from the fact that the idea of someone supervising the instructional component of schooling is a long-held tradicion in education. The concept of supervision has long been recognized, and while definitions and approaches to supervision vary, most embody the ideas expressed by Parsons (1971), who views supervision as:

> Helping members to improve the quality of their professional work, guiding and directing members to achieve organizational goals, providing leadership which is primarily concerned with getting the students to learn, and planning an enabling environment for improving teaching and learning. (p. 7)

Thus, the function of supervision is to provide leadership for the purpose of improving the teaching-learning environment. Studies by Parsons (1971) in Ontario, and by Doyle (1972), Condon (1972), Bullen (1972), and Oldford (1972) in Newfoundland and Labrador of the influential and effective supervisory roles as perceived by teachers "consistently report the principal as the most effective and most influential".

In recent years the principal's role in improving the teaching-learning environment is again being emphasized by effective-schools research "which characterizes the instructional leadership component of a principal's role as a key factor in school success" (Lipham, 1981; Purkey & Smith, 1983; Edmonds, 1979; Shoemaker & Fraser, 1981; Sweeney, 1982; Leithwood & Montgomery, 1986). Principals of these schools tend to be strong programmatic leaders, establish high standards, frequently observe classrooms, and foster a learning environment (Edmonds, 1979).

It could be concluded that the image of having strong instructional leaders in schools is time honored, as is the idea of principals serving as instructional supervisors or leaders. What remains unclear, however, are the specific activities and behaviors considered necessary for those principals seeking to be instructional leaders.

Statement of the Problem

Instructional supervision is the process of working with teachers to improve classroom instruction "and it is the leadership behavior that occurs within the organizational setting that is critical to effective instruction" (Beach & Reinhartz, 1989). This study examines activities and behaviors of instructional leadership from the teacher's perspective. More specifically, it addresses the following questions:

1. Which instructional leadership activities and behaviors do principals engage in most frequently?
2. Which instructional leadership activities and behaviors do teachers believe principals should be engaged in most frequently?
3. What differences, if any, exist between a principal's actual and desired role in instructional leadership activities and behaviors as perceived by teachers?

Conceptual Framework

Duke (1982) suggests that there are six key factors necessary for instructional effectiveness:

1. Competent teachers
2. Adequate time for direct instruction
3. An orderly learning environment

4. Adequate instructional resources
5. Communication of high expectations
6. Continuous monitoring of progress (p. 3)

He then identifies four directly related leadership functions and two functions that are indirectly related to the achievement of these six key factors. The four "direct" functions include staff development, instructional support, resource acquisition and allocation, and quality control. Duke notes that the two "indirect" functions--coordination and troubleshooting--make it possible for the principal to engage in the direct functions with a minimum of wasted effort (Figure 1).

Staff Development

According to Duke, the development of an effective teaching staff results from three activities in which principals can play crucial roles--recruitment, staff motivation, and inservice education. To obtain capable teachers, principals must actively recruit individuals by letting prospective applicants know that their skills will be appreciated. To maintain a strong staff and to keep teachers in touch with new developments, principals must see that an active program of inservice activities is available on a continuing basis. He also suggests that principals must involve teachers in the planning and executing of such activities, and must ensure that a variety of alternatives are

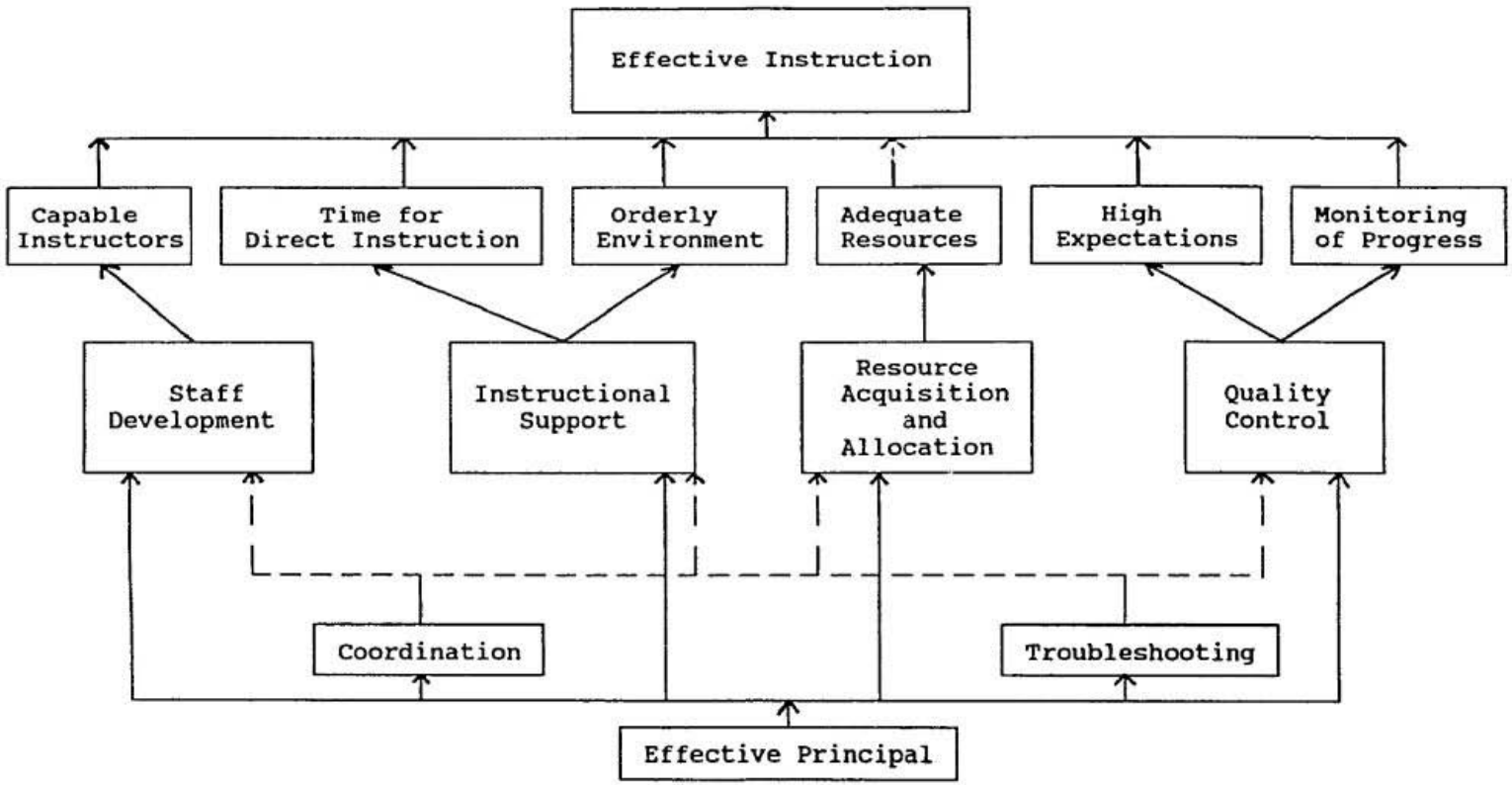

Figure 1. Instructional Leadership Role of the Principal (from Duke, 1982. What can principals do? Leadership functions and instructional effectiveness, p. 8)

presented and evaluated. Treating teachers as professionals, capable of exercising leadership, will have a motivating effect on the staff as they will come to see themselves as an essential and irreplaceable part of the school.

Instructional Support

Instructional support includes time management, record keeping, classroom control, and a variety of other activities designed to maintain environments in which teaching and learning can occur. The principal who protects teachers from excessive paperwork and class interruptions provides instructional support to these teachers by making more time available for planning and direct instruction. Principals also lend support to teachers by monitoring attendance, keeping parents informed, and by establishing an atmosphere of orderliness throughout the school. To this end, principals see that rules are collaboratively determined and publicized; consequences for breaking rules are specified and enforced; and procedures are in place for resolving conflicts and disagreements. They also assist teachers in refining classroom management skills and in involving parents in the resolution of problems.

Resource Acquisition and Allocation

Skilled support personnel, appropriate facilities, and adequate learning materials are essential to instructional

effectiveness. Principals must assess the needs of their staffs and see that resources are allocated in ways that maximize the likelihood that school objectives will be achieved. To ensure that resources are allocated effectively, principals should initiate a continuous planning process that relies on faculty input and the projection of future needs.

Quality Control

To maintain quality control, the primary mechanisms are supervision, evaluation, rewards, and sanctions. Principals must communicate high expectations to the staff and teachers should be regularly reminded of school objectives, evaluated, and rewarded when they achieve them. Teachers who consistently fail to achieve objectives, even after inservice opportunities designed to correct the situation, must be subjected to sanctions. In addition, principals must determine the effectiveness of instruction by monitoring student progress through classroom observations, standardized test data, grades, and teacher comments. The principal must be visible to the student body and provide reinforcement for student achievement by officially recognizing student achievement.

Coordination

Coordination refers to the actions that the principal must take to ensure that the individual units of the school

do not work at cross-purposes or duplicate operations. Coordination is needed among teachers as well as between teachers and support staff members. Examples of areas where instructional effectiveness can be enhanced by coordination include planning for school improvement, setting school rules, purchasing textbooks, assigning homework, developing curriculum goals, arranging teaching and classroom schedules, utilizing audio-visual resources, scheduling field trips and extracurricular activities, and preparing the school budget. A final area where coordination is important entails relations between the school and external forces, especially the community and central office. Newsletters, meetings, open houses, phone calls, and home visits are just some of the mechanisms principals can employ to foster coordination.

Troubleshooting

No matter how well-planned and coordinated a school is, problems occasionally arise from misinterpreted communications, faculty turnover, workload increases, declining enrollments, or reductions in school funds. The likelihood that such problems will undermine instructional effectiveness is reduced when principals see that troubleshooting mechanisms are in place. Ways to troubleshoot range from staff meetings and grade-level meetings to daily tours of the school and chats with students and teachers. Thus the need for improvement of communications within schools is essential. Duke suggests that "a school that anticipates

problems and is prepared to deal with them before they get out of hand is one that is less likely to become sidetracked in its quest to achieve primary objectives" (p. 9).

Significance of the Study

Studies on effective schools have concluded that strong instructional leadership on the part of the principal is the key to success (Edmonds, 1979; Shoemaker & Fraser, 1981; Purkey & Smith, 1983). Studies in this province and elsewhere have consistently reported the role of the principal as the most effective and influential supervisory role. But as other writers point out, most research has not pinpointed the activities and behaviors that principals engage in. As a result, those principals who try to be instructional leaders have had little direction in determining just what it means to do so (Manasse, 1982; Hallinger & Murphy, 1985; Rowan, Dwyer, & Bossert, 1982). By examining instructional leadership in terms of specific activities and behaviors that principals can implement, it is hoped that this study will help provide that direction.

An awareness of teachers' perceptions of the desired level of principals' engagement in the instructional process should aid principals not only in priorizing their day-to-day activities but may help to alleviate any potential tension between administrator control and teacher autonomy (Shulman, 1983).

This study will be of value not only to participating schools and schools boards, but should also provide information for other districts and practising administrators in search of effective models of instructional leadership.

It is also hoped that this study will provide guidance to the Department of Educational Administration, Newfoundland Teachers' Association, Newfoundland Association of School Administrators, and the Department of Education by identifying specific instructional leadership activities and behaviors deserving of attention in administrative training programs.

Delimitations of the Study

1. This study was delimited to five Integrated school boards: Avalon North Integrated School Board, Burin Peninsula Integrated School Board, Notre Dame Integrated School Board, Bonavista-Trinity-Placentia Integrated School Board, and St. Barbe-South Integrated School Board. Based on a review of related research, type of board (Integrated, Roman Catholic, other) was not considered a variable. The researcher was concerned with adequate representation from across the province, therefore selection was made on the basis of size and geographical location.
2. It was further delimited to elementary teachers in these school boards.

Limitations of the Study

The following are recognized as limitations of this study:

1. A number of factors may affect staff perceptions of instructional leadership activities and behaviors. These include the experience and training of the principal, his or her length of time in the building, and the teacher's training and length of time in the building.
2. The process of describing instructional leadership on the basis of perceptions is subject to the limitations of such data. Perceptions are not evidence of actual behavior and can be affected by rating error (Latham & Wexley, 1981). In addition, the questionnaire data will not provide a measure of the effectiveness of the principal's actions, only the frequency with which the raters perceive the behaviors and activities to be performed.
3. Since this study deals with the perceived instructional leadership role of elementary principals only, generalizations may not be possible to high school principals.
4. The study is dependent on mailed questionnaires.

Definitions

Instructional leadership: Those activities and behaviors undertaken by the principal which directly and/or indirectly influence instructional effectiveness.

Elementary school Principal: Refers to that member of the administrative-teaching staff formally designated "principal" who is charged with the overall responsibility for the daily operation of a specific elementary school. (Ivany, 1975, p. 12)

Elementary school: A school offering educational services from Kindergarten to Grade Eight or a portion of such grades.

Elementary teacher: A teacher working in a grade or a combination of grades within an elementary school and who does not hold an administrative position.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

This chapter is divided into three sections. The first section provides a review of literature and research relating to instructional leadership activities and behaviors under the following headings: staff development, instructional support, resource acquisition and allocation, quality control, coordination, and troubleshooting. The second section provides a review of research pertaining to the actual level of involvement of elementary principals in instructional leadership as perceived by teachers. The final section of this chapter deals with research relating to the desired level of involvement of elementary principals in instructional leadership activities and behaviors as perceived by teachers.

Instructional Leadership Activities and Behaviors

Staff Development

Dale (1982) defines staff development as "the totality of educational and personal experiences that contribute toward an individual's being more competent and satisfied in an assigned professional role" (p. 31). Duke (1982) acknowledges the importance of the principal's role in staff development

by including responsibilities for recruitment, inservice education, and staff motivation. He stresses that principals should involve teachers in needs assessment and planning for staff development programs "and that subsequent teacher implementation of new ideas acquired will have greater impact due to the role teachers have played in the inservice decision-making process".

Hallinger and Murphy (1985) suggest there are several ways principals can promote professional development. They can lead inservice training sessions themselves and can inform teachers of opportunities for staff development. Principals can also ensure that staff development programs are consistent with the school's goals and student needs. Furthermore, the authors suggest that principals can support instructional improvement by assisting teachers in the classroom as they attempt to implement what they have learned from staff development sessions.

Snyder (1983) sees staff development as a facilitating mechanism for attaining school goals. She stresses the need for principals to learn the teacher coaching skills of conferencing, observation, data collection and data analysis in order to provide effective feedback to teachers on their performance.

Klopf, Scheldon, and Brennan (1982) suggest that an ongoing staff development program requires a principal who is able to:

1. Provide opportunities for revising and revitalizing instructional approaches to curriculum by providing workshops in each curriculum area, (such as planning and development, making materials, use of audiovisual equipment, use of the community as a resource, record keeping, and assessment.)

2. Use self as a resource for the staff by: effectively communicating about programs and materials in each curriculum area appropriate to the needs of the school; demonstrating instructional skills and strategies for implementing curriculum in the classroom, in staff meetings, and in workshops; identifying and providing a critical analysis of new materials, resources, sources, equipment, etc.; identifying and providing consultants in areas of staff need; helping staff develop and maintain resources such as a professional library; orienting new teachers to school programs and available resources; attending professional conferences and communicating learning to staff.

3. Provide constructive supervision by: regularly observing teachers' performance, including pre- and post-observation conferences; identifying those aspects of a teacher's performance that are in need of development and suggesting alternative approaches to improvement; counseling teachers who are experiencing problems with classroom management and discipline; differentiating methods of supervision according to teachers' expressed and felt needs, using such methods as bringing in consultants, conferring, and responding to individual needs and requests; expressing and filing a written record of observations and conferences; implementing and facilitating individual teacher self-evaluation as part of the instructional improvement process; reviewing teachers' plans as frequently as possible.

4. Share with staff data relevant to research and evaluation by: securing and disseminating research studies that contribute to the understanding of pupils, subject matter, motivation, planning, teaching, and learning environments; abstracting and disseminating research findings that have relevance to

specific instructional problems identified by teachers.

5. Using the services of supervisory and consultant specialists. (pp. 37-38)

In an analytical profile of the instructional leadership activities and behaviors of an elementary principal, Mazzarella (1982) noted the following with respect to developing the instructional staff:

1. Personally responsible for the hiring of about 50 percent of the current staff.

2. Weekly faculty meetings provide a forum for presentations concerning projects in the building, or reports from conferences, or just working together (teachers and principal) on a mutual school problem.

3. Making presentations to teachers on such topics as parent-teacher conferences or new programs.

4. The key to inservice is to be responsive to staff input and provide whatever is needed.

5. Keeping in touch with teachers' classroom performance by visiting every room every day. As a result teachers' feel more comfortable at evaluation time.

6. Following a clinical supervision model for supervision and evaluation consisting of pre-observation conferences, two half-hour observations, and a post-evaluation conference.

7. Dealing with teachers who are not doing a good job by possibly helping them make career changes. (pp. 6-8)

Little's research (1981) regarding successful staff development describes the instructional leadership behaviors of the principal in fostering collegiality (defined as shared work) and experimentation (defined as testing a new practice). Principal practices that foster the norms of collegiality and

experimentation include: (a) announcing expectations, (b) enacting expectations, (c) sanctioning behavior, and (d) protecting teachers' efforts. Examples of these four instructional leadership practices include:

1. Announcing expectations:
"Principals used informal encounters in hallways, lounge and meetings to stress shared work (collegiality) and testing a new practice (experimentation)."

2. Enacting expectations:
"Principals help design and conduct collaborative staff development programs."

3. Sanctioning behavior:
"Principals work to get money, time and materials to support teachers' staff development activities."

4. Protecting teachers' efforts:
"Principals arrange to test new ideas over long enough time with enough help in order for the program to succeed." (pp. 26-32)

McCune (1982) explains the principal's instructional leadership responsibility in the area of staff development through diagnosing the needs of all groups of instructional and support staff, providing developmental training experiences that can upgrade capabilities of staff, coaching staff by reinforcing the desirable behaviors and providing feedback on ways of correcting ineffective behaviors, and evaluating staff development efforts. In addition, McCune notes that on-going staff development must include a review of student outcomes in the school and staff evaluations.

Pinero (1982) describes effective principals as those who set expectations for collegiality and continuous improvement,

model the kinds of behavior they desire and participate in inservice training for teachers. Leithwood and Montgomery (1986) maintain that highly effective principals have many ways of providing knowledge and skill for their staff, and they consider it an important thing to do. In terms of staff development, principals:

> Try to be aware of staff needs and the help available, suggesting that staff use this help. They arrange for assistance for staff and attempt to match the type of assistance to individual needs and differences as much as possible. Highly effective principals provide staff with relevant materials to read and bring people into the school to speak about issues where knowledge and skill are needed. Staff are advised to go to particular courses and conferences. As well, inservice with staff is conducted within the school by arranging for staff to visit each other and be getting resource staff to come to the school to help staff. (pp. 90-91)

Instructional Support

Duke (1982) maintains that the most important instructional support functions that the principal can provide are creating an atmosphere of orderliness throughout the school and protecting instructional time. Hallinger and Murphy (1985) suggest that promoting a positive school learning climate consists of primarily indirect, though important, activities. They define school learning climate as "the norms and attitudes of the staff and students that influence learning in the school" (p. 223). The principal communicates expectations for students and teachers indirectly through the policies and practices promulgated by the school.

According to the authors, principals influence student and teacher attitudes through such activities as:

1. The creation of a reward structure that reinforces academic achievement and productive effort.

2. Establishing clear, explicit standards embodying what the school expects from students.

3. The careful use of school time.

4. The selection and implementation of high-quality staff development programs. (p. 223)

Iannaccone and Jamgochian (1985) note that principals concerned with building positive school climates need to be positive, cheerful and encouraging, make themselves accessible to staff, make their presence felt often by moving around the building, doing things with teachers, involving them and getting staff to express, often set, their own goals.

Blake (1974) notes in her study of 112 leadership competencies of 36 principals identified as school leaders, that one of the most important tasks effecting climate by the principal was "to make him or herself available to teachers to encourage them to express individual problems, needs, feelings and frustrations" (p. 9).

Ubben and Hughes (1987) maintain that as the instructional leader in the school, the principal must be concerned with quality learning time for students. To ensure that the time spent by students actively engaged in academic learning experiences is maximized "a number of school policies need to be developed". The authors suggest that principals

can initiate policies dealing with intercom interruption, limit the pulling of students from classrooms for special activities, and develop effective discipline programs to maintain positive student behaviors. Principals should also encourage teachers to streamline their management tasks within the classroom and develop and implement a plan that will maximize attendance for all children.

Hallinger and Murphy (1985) also emphasize the importance of protecting instructional time and suggest additional strategies that the principal might use, including:

1. Ensuring that students are not called to the office during instructional time.
2. Ensuring the truant students suffer specified consequences for missing instructional time.
3. Ensuring that tardy or truant students make up lost instructional time.
4. Visiting classrooms to see that instructional time is used for learning and practicing new skills and concepts. (p. 233)

Resource Acquisition and Allocation

Duke (1982) notes that acquisition and allocation of resources are essential to instructional effectiveness. Principals should make sure the school has adequate resources, such as learning materials, appropriate facilities, and skilled support personnel. Effective principals, Duke argues, have learned how to cut through central office "red tape" to get what the school and teachers need, often cultivating close

ties with superiors to learn of the availability of new resources before other principals do.

Manasse (1982) also suggests that principals work to better the competitive position of their schools in the distribution of resources. They do so by banking or stockpiling available resources despite constraints imposed by organizational rules, by developing strong political ties within the local community, and by building the image of the school (p. 13).

Leithwood and Montgomery (1986) contend that highly effective principals make available to staff materials and equipment necessary to implement school programs. The authors further suggest that such principals understand the importance of support resources to the achievement of school and program goals, and as a result, they are quite meticulous about making such resources available. Activities which principals engage in include:

1. Having procedures in place for determining the materials and equipment needed and for the distribution and circulation of materials and equipment where they are most needed.

2. Establishing a procedure for reviewing current information on new materials and equipment and bringing relevant information to the attention of the staff.

3. Establishing a routine for the maintenance of equipment and the replacement of worn-out material, and to ensure the safe use of equipment.

4. Making available to staff the human support services (school board co-ordinators, custodial staff, health nurse, secretaries, and A.V. aides) necessary to implement school programs.

5. Providing clear job descriptions, regularly assessing support staff, and providing adequate training for them.

6. Making available to staff out-of-school support resources. (p. 103)

In essence, as Smith-Wing (1987) maintains, "strong instructional leadership is the capacity to mobilize available resources in order to implement policies that lead to desired outcomes" (p. 33). In order to mobilize his/her other resources, a principal must have a good grasp of the possible and the ability to convince potentially competing groups to work together. Resource provision is viewed as much more than money or supplies--encouragement of human resources that assist faculty and students in their efforts to achieve success.

Quality Control

Under the umbrella of quality control, Duke (1982) suggests that the instructional leader must be active in the following areas:

1. Communicating high expectations to staff and students.

2. Subjecting teachers to rewards and sanctions when they meet or fail to meet objectives.

3. Monitoring student progress.

4. Being visible to the student body. (p. 6)

Weber (1987) emphasizes the importance of quality control when he states:

> It is doubtful that leaders can perform the other tasks of instructional leadership without a firsthand knowledge of what students see, hear, and learn in the course of their schooling, or what teachers likewise try to accomplish and have to struggle with. Instructional leadership means very little unless leaders are willing and able to observe teachers, offer advice about problems, and make formative evaluations that encourage and pinpoint areas of improvement. (pp. 24-25)

He goes on to identify a number of activities and behaviors that principals as instructional leaders need to be engaged in:

1. Supervises staff by encouraging cooperation and continuous improvement;

    a) Emphasizes positive interaction and mutual support of teachers to improve quality of instruction.

    b) Nurtures a collegial atmosphere: exchanging ideas and challenging each other to improvement and innovation.

    c) Informs teachers who will be evaluated for contract or transfer reasons.

    d) Schedules visits to each classroom.

2. Conducts formal observations collegially and collaboratively;

    a) Meets with teachers prior to observation(s) to discuss lesson objectives and strategies.

    b) Makes formal observation useful to teachers by making helpful notes.

3. Follows up formal observations by meeting with teachers after each visit to discuss what was observed and;

    a) Encourages teacher to express feelings and opinions about observational data and class activities.

b) Offers teachers alternative teaching techniques and explanation of classroom events.

c) Gives praise for specific development of teacher's skills if observed.

d) Recommends resources and training programs in areas in which teacher wants to improve. (pp. 32-35)

Hord's (1984) research into principal interventions that influence program implementation identifies monitoring of teaching, subsequent consultation, and assistance for refinement as instructional leadership actions. Lesourd and Grady (1988) agree and further suggest that principals are charged with detecting weaknesses in teaching and encouraging alternative models.

Deal and Celotti (1980) maintain that principals must use less formal and less tangible ways to influence classroom instruction. They suggest that administrators can influence classroom activities through their roles as symbolic leaders, using the "myths" that give schools a special mission or status, providing rituals in which diverse viewpoints can be negotiated into shared outlooks, encouraging opportunities for collective fellowship and capitalizing on their informal authority to influence classroom activities by offering advice and support as a senior colleague of teachers (pp. 471-473).

Keefe (1987) suggests that instructional leadership does not require a principal to teach or spend a great deal of time with students and teachers but it does require the principal

to establish the expectations for good teaching and learning and supervise it.

Dwyer (1984) also emphasizes the importance of high expectations for student by closely monitoring individual students through:

> 1. Regular teacher-principal conferences to discuss the progress of students who demonstrated serious learning problems.
>
> 2. Formulating and implementing monthly strategies and re-examining such strategies in the light of student outcomes.
>
> 3. Communicating to students that the school is a pleasant place to be, can help them to achieve, and is a serious work place.
>
> 4. Establishing a visible presence throughout the school by; visiting classrooms to talk to students, leading reading classes in the primary grades, and engaging in sport activities with children during recess and lunch periods. (p. 36)

In addition, Dwyer provides the following example of how one particular principal dealt with quality control:

> He identified the individual strengths of his teachers and assigned them to grade levels where students would gain most from those strengths. Where he found weaknesses, he attempted to remediate teachers by arranging inservice programs, by freeing them to observe strong teachers, and by visiting classrooms to offer suggestions and supportive observations. In one instance when his subtle approach failed, a teacher returned to the school from summer vacation to find a wall removed between her classroom and the next. (p. 36)

Hallinger and Murphy (1985) offer the following suggestions for instructional leaders engaged in quality control:

1. Supervising and evaluating instruction:

   a) conduct informal observations in classrooms

   b) ensure that classroom objectives are consistent with the stated goals of the school

   c) review student work products

   d) point out specific strengths and weaknesses in teacher instructional practices in post-observation conferences

2. Monitoring student progress:

   a) meet individually with teachers to discuss student academic progress

   b) use test results to assess progress toward school goals

   c) discuss the item analysis of tests with the faculty to identify strengths and weaknesses in the instructional program

   d) inform students of the school's performance results

   e) develop or find the appropriate instructional program(s) for students whose test results indicate a need

3. Maintaining high visibility:

   a) take time to talk with students and teachers

   b) visit classrooms to discuss school issues

   c) attend or participate in cocurricular or extracurricular activities

   d) tutor or provide direct instruction to students

4. Providing incentives for teachers:

   a) reinforce superior performances by teachers in staff meetings, newsletters, or memos

b) compliment teachers privately for their efforts or performance

5. Developing and enforcing academic standards:

   a) make known what is expected of students at different grade levels

   b) support teachers when they enforce academic policies (on grading, homework, discipline)

6. Providing incentives for learning:

   a) recognize students who do superior academic work with formal rewards

   b) use assemblies to honor students for their academic work and/or behavior in class

   c) contact parents to communicate improved student performance in school (pp. 240-243)

Coordination

Larsen (1985) identifies coordination as involving three principal activities: (1) developing instructional goals/purposes; (2) affecting an effective division of labor such that specific and carefully determined responsibilities are assigned to each employee; and (3) fostering a willingness among employees to carry out the duties assigned to them (p. 37).

Duke (1982) describes coordination as an indirect leadership function which includes actions by the principal to ensure that the individual units of the school do not work at cross purposes or duplicate operations. For example, teachers may actually be effective on an individual basis, and

yet undermine school-wide efforts to achieve school objectives. Duke points out, that as special programs, specialists and non-teaching personnel have increased, the need for the principal to coordinate these resources has also increased. Examples where instructional effectiveness can be enhanced by the principal's coordination include setting school rules, developing goals, and securing resources. Duke stresses the importance of involving the central office, parents and community in school planning efforts.

Hallinger and Murphy (1985) identify coordination as one of the four major functions f instructional leadership. They define the coordination function as the principal's role in creating greater coordination of the curricular content, sequence, and materials across grades. They also recognize the principal's coordinating role as it relates to communicating goals formally and informally to staff. The authors suggest the following activities and behaviors for principals seeking to fulfill the coordination function:

1. Communicating the school's academic goals to people at school.

2. Referring to the school's academic goals in informal settings with teachers.

3. Discussing the school's academic goals in faculty meetings.

4. Ensuring that the school's goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards indicating the importance of reading or math).

5. Referring to the school's goals in assemblies.

6. Ensuring that the objectives of special programs are coordinated with those of the regular classrooms.

7. Participating actively in the review and/or selection of curricular materials. (pp. 240-241)

Snyder (1983) addresses the principal's coordinating responsibilities in terms of planning, developing, and achieving/assessing. In planning, the principal's coordination role is to assure that "team action planning and individual classroom planning are aligned with school goals" (p. 32). Under Snyder's developing concept, the principal provides resources and activities necessary to meet the needs of his/her staff. Through achieving/assessing, the principal's coordination function is linked to tying evaluation results to collaborative staff replanning efforts.

Little's research (1981) stresses the importance of coordination in the principal's instructional leadership role in the following activities:

1. Working to get money, time and materials together in order to support teachers' efforts.

2. Soliciting teachers' proposals for improving instruction.

3. Fostering formal and informal talks about practices that influence student achievement.

4. Using faculty meetings to discuss shared work and instructional concerns.

5. Joining teachers in designing and preparing curriculum materials. (p. 26)

Leithwood and Montgomery (1986) maintain that as an instructional leader, the effective principal is concerned

with both in-school and out-of-school communication. In-school activities include: careful use of time in staff meetings; delegating some aspects of in-school communication to librarians, secretaries, and teachers; considering what information needs to be passed on to staff and what doesn't so that teacher's time is not wasted, and meeting teachers on their own "turf". Out-of-school communication activities include: being visible in the community; providing frequent and varied opportunities for parents and members of the community to come to school--e.g., assemblies, science fairs, parent volunteers; taking school activities out into the community; riding the school buses with the students occasionally; actively seeking community input into school decision-making when appropriate; using a "two-way" booklet which sends information home and provides opportunities for parents to send information back; inviting parent representatives to sit in on relevant school committees, and communicating to parents about the good things in school (pp. 90-95).

In addition, Leithwood and Montgomery suggest that effective principals are concerned with relationships with out-of-school staff. They see the fostering of these relationships as an opportunity to disseminate more broadly high priority goals for their school's program, to sell their innovative ideas to the superintendent, to convince colleagues in other schools that their improvement projects deserve

support, and to win financial support for their efforts from the school board (p. 217)

Troubleshooting

A final leadership function that Duke has pinpointed as being linked to instructional effectiveness is troubleshooting. He sees troubleshooting as developing mechanisms for anticipating and resolving problems. Such mechanisms include regular meetings and daily tours of the school.

Leithwood and Montgomery (1986) suggest that the instructional leader must establish procedures for handling routine matters thereby creating time to devote to non-routine activities important in achieving the school's goals. Such procedures involve planning, projecting, anticipating and preparing, and include:

1. Maintaining record-keeping systems so that information can be located in the principal's absence.

2. Establishing daily routines to ensure time is well used, deadlines are known and met, and ongoing tasks are given regular attention.

3. Delegating tasks and responsibilities to others in order to make the best use of their own time.

4. Monitoring how well staff handle delegated responsibilities and making adjustments where necessary.

5. Establishing norms about how the school should function by demonstrating a willingness to discuss policies, procedures, expectations, and the problems related to these or other concerns and tasks of teachers.

6. Ensuring through written guidelines and discussions with staff that expectations for teachers are clearly communicated and understood.

7. Developing procedures to handle annual sets of decisions such as staffing, student placement, and budget.

8. Training staff to deal with routine problems, such as transfers. (p. 97)

Troubleshooting is an on-going function that encompasses many of the activities already mentioned under staff development, instructional support, resource acquisition and allocation, quality control, and coordination. It is, as Duke suggests, an indirect function that makes it possible for the principal to engage in other functions with a minimum of wasted effort.

Actual Involvement of Elementary Principals in Instructional Leadership

Despite the current attention being devoted to the instructional leadership role of the school principal, many studies present a picture of school administrators whose time is heavily devoted to matters other than curriculum and instruction. Morris and his colleagues (1984) report that the elementary principals they observed devoted only nine percent of their time to visiting classrooms. Howell (1981) reports that elementary principals spent less than two percent of their total time acting as instructional leaders.

In a study of 32 schools across the United States, Blank (1987) reports that teachers assigned low ratings to principals in the areas of curriculum decisions, devoting time to curriculum and instruction in staff meetings and in assigning teachers. High ratings were given to such areas as increasing academic time, seeking district or community support and discipline.

Hallinger and Murphy (1985) studied the instructional management role of ten principals in the areas of school mission, instructional program and learning climate. The 104 elementary teachers in the ten schools rated their principals involvement in supervising and evaluating instruction, coordinating curriculum, enforcing academic standards and providing incentives for learning as being high. Low ratings were assigned to the areas of protecting instructional time, providing incentives for teachers, and communicating goals.

Larsen (1985) surveyed 421 teachers from high-achieving and low-achieving schools on six instructional leadership functions: goal setting, school-community relations, supervision and evaluation, school climate, coordination, and staff development. Teachers from high-achieving schools rated their principals as demonstrating the following instructional leadership behaviors significantly more often than teachers from low-achieving schools:

1. Ensuring school instructional goals are in line with district policy.

2. Ensuring instructional goals are clearly communicated to everyone.

3. Communicating high expectations for students.
4. Participating in discussions concerning instruction.
5. Ensuring that systematic procedures for monitoring student progress are utilized.
6. Providing resources to teachers.
7. Making regular classroom visits.
8. Evaluating curricular programs.
9. Observing innovative curricular programs.
10. Establishing a safe/orderly school environment. (p. 43)

Larsen also found that teachers from high-achieving schools perceived that their principals performed all six of the instructional leadership functions more often than teachers from low-achieving schools.

A study by Newberg (1982) showed that principals focused their attention on instructional goals and used slogans as an attempt to rally support for these goals. Other instructional leadership activities of principals included creating a positive climate for learning by establishing a general appearance of cleanliness and a sense of order and discipline, and by providing teachers with vision, direction, and coordination. Newberg also found that supervision was not making any difference possibly because what passed as supervision was only a series of brief and unsystematic observations.

Andrews (1987) reports that teachers in "high profile" schools (schools where achievement scores are high) rated principals as strong instructional leaders who were actively involved in the following activities:

1. Promoting staff development activities.
2. Mobilizing resources and district support to help achieve academic goals.
3. Encouraging the use of different instructional strategies.
4. Evaluating teacher performance.
5. Assisting faculty in interpreting test results.
6. Leading formal discussions concerning instruction and student achievement.
7. Providing a clear vision of what the school was all about.
8. Providing frequent feedback to teachers regarding classroom performance.
9. Making frequent classroom observations.
10. Being a visible presence in the building to staff and students.
11. Actively participating in staff development. (pp. 12-13)

Numerous studies of research on effective schools (Shoemaker & Fraser, 1981; Sweeney, 1982; Persell & Cookson, 1982; and Leithwood & Montgomery, 1986) continually report principals of such schools as assuming direct responsibility for instruction. According to Persell and Cookson (1982) effective instructional leaders demonstrate a clear commitment to academic goals and create a climate of high expectations. But they do even more:

> More effective principals appear to become directly involved in instructional policy by sitting down and meeting with their teachers. Some principals supported their teachers' attendance at workshops or actually ran such workshops themselves. It isn't enough for the principal simply to convey the expectation of academic achievement without also stressing teaching strategies and behaviors that could be used to achieve those expectations. (p. 23)

This brief review of what principals actually do as instructional leaders presents very different pictures. Some studies report very limited engagement by the principal in instructional activities while others report principals as being involved in a limited number of activities in the instructional domain. Still other studies of effective schools report principals as being frequently involved in all aspects of instruction and learning.

Desired Involvement of Elementary Principals in Instructional Leadership

Smith-Wing (1987) conducted a study to examine the characteristics of instructional leadership that were perceived by teachers as most important. From a list of 18 characteristics of instructional leadership, the 589 staff members who participated in this study ranked the following as most important: provides a clear vision of what the school is all about; is a visible presence in the building to both staff and students; mobilizes resources and district support to help teachers; promotes staff development activities for

teachers, and is an active participant in staff development. Qualitative data of the behaviors and activities associated with the three characteristics most frequently ranked important included:

1. Provides a clear vision;
    (a) Building goals were developed in terms of district goals.
    (b) Communication of goals by the principal through discussions with students and staff, through newsletters to parents, and reports to district office.
    (c) Monitoring progress of goals through regular reviews, both formally and informally.
2. Is a visible presence in the building;
    (a) Principal models desired behavior.
    (b) Being "around" the building and in classrooms on a daily basis.
    (c) Participating in school activities and community events.
    (d) Recognizing and acknowledging students, staff and community for their achievements.
3. Mobilizes resources and district support;
    (a) Principals did not stop with the limited resources provided them via normal channels but demonstrated ingenuity in convincing district office personnel, parents, the business community and others of the school's needs. (pp. 96-107)

It is also interesting to note that the characteristics of instructional leadership ranked consistently low by teachers included: improved instructional practice results

from discussions with the principal; principal leads formal discussions concerning instruction and student achievement; evaluation of performance helps to improve teaching; provides frequent feedback to teachers regarding classroom performance, and assists faculty in interpreting test results.

In interviews with 85 teachers in five school districts in the San Francisco Bay area, Pfeifer (1986) found that teachers view the principal's role in instructional leadership as one of enabling effective instruction by teachers. Teachers portrayed an effective instructional leader as someone who builds an environment around their classroom which minimizes uncertainty and maintains a positive atmosphere that allows them to implement their plans. But, at the same time, teachers rejected any intrusions into their classrooms. While acknowledging the key role played by principals in shaping and molding the symbolic and substantive organizational environment in which they work, teachers clearly viewed themselves as professionals engaged in complex work requiring freedom to make judgements and to exercise discretionary power.

Mulhauser (1983) also raises the questions of whether the principal should "inspect and direct the fundamental teaching-learning work of the school, or simply get out of the way in order to permit skilled teachers to get on with their vision of how that should go" (pp. 7-8). Sackney (1980) suggests that teachers do not want principals to be instructional

leaders who intervene specifically in their classroom teaching; they just want "to be left alone" (p. 2).

Other authors have suggested that teachers, supervisors, department chairs, or other school personnel can just as effectively carry out instructional support functions, thus obviating the need for the principal to be the sole instructional leader. In a major, two-year study of instructional leadership, Bird and Little (1985), found the principal's role in instructional leadership to be minor. Instructional leadership came from the vice-principal, department chairs, or the teachers themselves.

Rallis and Highsmith (1986) report that teachers do not want principals to be instructional leaders. The authors strongly maintain that instructional leadership should come from within the ranks of the teaching profession rather than from principals:

> At the same tim that the effective schools movement has been calling for principals to become strong instructional leaders, teachers have been seeking a stronger voice in regulating and developing their own profession. As professionals, good teachers recognize the need to improve their knowledge and skills, to find rewards in their daily work, and tc maintain the quality of newcomers to the profession. Teachers need leadership to make these tasks easier, but current research affirms that teachers are dubious of leadership from the outside ... In other words, teachers desire instructional leadership and recognize the need for it, but they are beginning to demand that it come from within their profession, not from without. (p. 300)

Other authors have suggested that teachers desire greater responsibility and participation in decisions of educational

substance. Johnston and Germinario (1985) note that decisions that directly affect the teaching-learning process have been cited by teachers as a dimension of their professional environment in which they desire the greatest participation yet experience the greatest deprivation.

Following their review of research of teacher empowerment, Erlandson and Bifano (1987) express the opinion that a more professional, autonomous role for teachers could enhance the effectiveness of public schools. They suggest that research on teacher empowerment "clearly indicates that greater responsibility in the hands of teachers for the shape and delivery of educational strategies can, in effect, extend the principal's power by bringing expanded resources to the planning, implementation, and monitoring of the instructional program" (p. 31).

In a study on leadership roles, Montgomerie, McIntosh and Mattson (1988) surveyed 342 teachers in Central and Northeastern Alberta. Teachers ranked the principal's role in instructional leadership fifth, while the role of disciplinarian--maintaining an orderly climate in which teaching and learning may flourish--ranked as most important. The humanistic, symbolic and technical roles of the principal were also considered more important than instructional leadership.

While most research seems to suggest that teachers desire principals to be involved in instructional leadership

activities, there seems to be little agreement among the various activities. At the same time, a number of researchers have suggested that teachers desire principals to take an indirect role in terms of providing resources and building an enabling environment, as opposed to a more direct role such as working in the classroom with the teacher.

CHAPTER 3

DESIGN OF THE STUDY

Population and Sample

The population of this study consists of all elementary teachers in five Integrated school boards in Newfoundland. These boards were selected to be representative of school boards in the province in terms of size and geographical location. Student enrollments in selected boards range from approximately 1,600 pupils to 9,000 pupils, and include one board from the west coast, one from central Newfoundland, one from the south coast, one from the east coast, and one from the Avalon Peninsula.

A sample of 200 teachers was randomly selected from the five boards in proportion to the total number of elementary teachers in each board (Table 1).

Instrument

A questionnaire was used to gather data for this study. The instrument utilizes a Likert format wherein a number of statements are given and participants are asked to circle the one response which best describes their reaction to a particular statement. An arithmetical value ranging from one to five was assigned each of these responses, as follows:

Almost Always	Frequently	Sometimes	Seldom	Almost Never
1	2	3	4	5

Table 1

Sample Distribution by School Boards

Location of Board	Number of elementary teachers	Percentage of total	Number of teachers in sample
West	42	6	12
East	144	22	44
Central	99	15	30
South	105	16	32
Avalon	268	41	82
Total	658	100	200

Questionnaire items were developed using a number of sources. First, an extensive review of literature and research using Duke's (1982) six leadership functions as outlined in the conceptual framework for this study was undertaken. Secondly, a questionnaire developed by Larsen (1987) on instructional leadership behaviors and their impact on academic achievement was examined. This particular questionnaire was constructed from a review of research and literature including 22 studies from 1979 to 1983. Finally,

a review of comments made by principals from a study conducted by Williams (1986) of principal's perceptions of their instructional leadership role was undertaken. Data for this study came from interviews with ten school principals in Newfoundland.

Through this process, the researcher identified 44 items related to the instructional leadership activities and behaviors of the elementary principal.

Validity

The initial questionnaire was submitted to four professors in Educational Administration and one professor in Curriculum and Instruction at Memorial University. The questionnaire was also examined by a Superintendent of Education and a number of graduate students in Educational Administration. All were asked to comment on the clarity, precision and appropriateness of each item with respect to its ability to measure aspects of instructional leadership. On the basis of comments and suggestions received, a number of items were reworded, several items were omitted, and other items were added. This process resulted in a 38 item questionnaire.

The six functions of instructional leadership as outlined in the conceptual framework and the corresponding questionnaire item numbers are recorded in Table 2.

Table 2

Instructional Leadership Functions and Corresponding Questionnaire Items

Functions of Instructional Leadership	Questionnaire Items
Staff Development	2, 4, 8, 9, 19, 20, 22, 25, 27, 31, 32, 35
Instructional Support	6, 23, 26, 29, 34, 36
Resource Acquisition and Allocation	17, 30
Quality Control	3, 10, 11, 12, 13, 14, 15, 16, 18
Coordination	1, 5, 7, 24, 33
Troubleshooting	21, 28, 37, 38

Pilot Study

A pilot study was undertaken to test the questionnaire for reliability and to further ensure that the items were unambiguous and represented instructional leadership activities and behaviors. The questionnaire was administered to 20 teachers in the St. John's area. These teachers were not included in the final study population. Respondents were asked to comment on the clarity, preciseness and appropriateness of the items.

Reliability of the instrument was determined by re-testing the respondents two weeks after the initial return was received. Sixteen questionnaires were returned and the T-test for correlated means was calculated to confirm the reliability of each item. The critical value of T for a two-tailed test at the .05 level with d.f. = 30 is 2.042. As indicated in Table 3, no statistically significant differences were found in the test and re-test scores for actual and desired for all items.

Administration of Questionnaires

The five Superintendents from the school boards included in this study were contacted to seek their approval to carry out this study. A request was also made for a directory of elementary teachers in each board. A sample of 200 teachers was randomly selected from the five boards as outlined in Table 1. Questionnaires were mailed to each Superintendent and subsequently distributed to teachers. One hundred and fifty-seven questionnaires were returned, yielding a response rate of 78.5 percent.

Table 3

Reliability of Questionnaire Items

Item	ACTUAL T Value	ACTUAL d.f.	ACTUAL 2-tail prob.	DESIRED T Value	DESIRED d.f.	DESIRED 2-tail prob.
1	-.18	29.67	.858	.16	29.51	.870
2	-.34	28.97	.734	.59	28.74	.559
3	1.17	28.71	.253	.15	29.97	.882
4	.65	29.52	.520	.99	27.06	.329
5	.18	28.87	.858	-.52	29.39	.607
6	.30	27.94	.766	.94	27.61	.356
7	-.14	29.80	.890	.69	28.62	.498
8	.31	28.99	.758	.24	29.91	.816
9	.00	25.01	1.000	.00	27.95	1.000
10	.27	30.00	.789	.21	29.25	.836
11	1.10	28.57	.280	-.23	29.61	.821
12	-.30	28.38	.767	.68	22.80	.503
13	.62	28.48	.540	.00	23.96	1.000
14	.26	29.84	.794	.59	28.65	.559
15	.62	29.76	.542	.37	30.00	.716
16	.47	27.96	.640	.72	29.13	.478
17	-1.12	26.35	.273	-.16	30.00	.870
18	.67	29.46	.508	.42	29.22	.678
19	-.27	29.53	.786	.21	23.56	.833
20	.50	29.99	.624	-.31	28.54	.758

(Cont'd)

Table 3 (Cont'd)

Reliability of Questionnaire Items

Item	ACTUAL T Value	ACTUAL d.f.	ACTUAL 2-tail prob.	DESIRED T Value	DESIRED d.f.	DESIRED 2-tail prob.
21	.25	29.27	.807	.32	29.02	.752
22	.75	28.68	.458	-.58	29.87	.567
23	.16	29.98	.878	-.36	29.99	.723
24	.32	29.40	.752	-.38	29.30	.706
25	.48	28.82	.633	.12	28.70	.904
26	.49	29.56	.628	.93	26.84	.363
27	-.35	25.83	.726	.00	28.85	1.000
28	.40	29.88	.692	.24	30.00	.809
29	.73	30.00	.469	.75	29.43	.459
30	.00	26.20	1.000	.21	26.94	.834
31	.00	29.17	1.000	.28	26.89	.781
32	.21	26.53	.834	.52	26.67	.606
33	.58	29.87	.568	.43	29.92	.667
34	-1.10	29.21	.279	-.81	28.65	.426
35	-.90	26.02	.377	-.38	28.28	.708
36	.16	29.51	.870	.53	29.63	.600
37	.59	28.74	.559	-.45	29.95	.658
38	.15	29.97	.882	-.24	30.00	.810

Data Analysis

Each of the questions posed in the statement of the problem was dealt with in order. Question one concerning teachers' responses to the actual level of principal involvement in instructional leadership activities and behaviors was presented in tabular form. Frequencies and percentages were recorded for each item. Question two concerning teachers' responses to the desired level of involvement of principals was dealt with in a similar manner. Question three concerning differences, if any, between teachers' responses of actual and desired level of principal involvement was analyzed by computing differences in mean scores for each item. Two-tailed t-tests for dependent samples were used to test the significance of the difference.

CHAPTER 4

ANALYSIS OF DATA

This chapter presents an analysis of findings associated with the three questions posed in the statement of the problem. Data are analyzed and discussed in three sections. The first section deals with teachers' perceptions of the actual role of principals in instructional leadership activities and behaviors. The second section deals with teachers' perceptions of the desired role of principals. The third section compares the perceptions of actual and desired involvement of principals in instructional leadership activities and behaviors. Information in each section is organized in terms of the six major functions of instructional leadership outlined in the conceptual framework for this study--Staff Development, Instructional Support, Resource Acquisition and Allocation, Quality Control, Coordination, and Troubleshooting.

Question 1

Which instructional leadership activities and behaviors do principals engage in most frequently?

Table 4 presents teachers' perceptions of the actual level of principal involvement in instructional leadership activities and behaviors. A preliminary analysis of this

Table 4

Distribution of Teachers' Responses for the Actual Role of the Principal in Instructional Leadership Activities and Behaviors

Item No.	Activity or Behavior	Almost Always 1 f(%)	Frequently 2 f(%)	Sometimes 3 f(%)	Seldom 4 f(%)	Almost Never 5 f(%)
1	Goals congruent with district policies	81(52.6)	38(24.7)	22(14.3)	12 (7.8)	1 (0.6)
2	Involves staff in decision making	56(35.9)	40(25.6)	34(21.8)	16(10.3)	10 (6.4)
3	High expectations for student performance	63(40.4)	31(19.9)	39(25.0)	17(10.9)	6 (3.8)
4	Time at staff meetings	51(32.5)	38(24.2)	31(19.7)	22(14.0)	15 (9.6)
5	Involves parents	49(31.4)	43(27.6)	38(24.4)	17(10.9)	9 (5.8)
6	Subject time guidelines	64(42.1)	30(19.7)	27(17.8)	18(11.8)	13 (8.6)
7	Coordinates program	33(21.3)	37(23.6)	37(23.6)	22(14.0)	28(17.8)
8	Recruiting teachers	64(44.4)	32(22.2)	30(20.8)	7 (4.9)	11 (7.6)
9	Interviews candidates	28(20.7)	17(12.6)	31(23.0)	17(12.6)	42(31.1)
10	Pre-observation meeting	39(25.3)	25(16.2)	42(27.3)	16(10.4)	32(20.8)
11	Observes strategies	32(20.6)	42(27.1)	43(27.7)	25(16.1)	13 (8.4)
12	Post-observation meeting	66(42.6)	19(12.3)	31(20.0)	20(12.9)	19(12.3)
13	Reviews lesson plans	7 (4.5)	12 (7.7)	33(21.3)	30(19.4)	73(47.1)
14	Reviews student work	32(20.8)	35(22.7)	34(22.1)	23(14.9)	30(19.5)
15	Monitors student progress	47(30.1)	44(28.2)	32(20.5)	20(12.8)	13 (8.3)
16	Emphasis on test results	16(10.5)	46(30.3)	43(28.3)	32(21.1)	15 (9.9)

Item No.	Activity or Behavior	Almost Always 1 f(%)	Frequently 2 f(%)	Sometimes 3 f(%)	Seldom 4 f(%)	Almost Never 5 f(%)
17	Acquiring resources	53(33.4)	51(32.5)	34(21.7)	12 (7.6)	7 (4.5)
18	Recognizes student academic performance	54(34.4)	37(23.6)	42(26.8)	15 (9.6)	9 (5.7)
19	Advises teachers	39(25.2)	39(25.2)	36(23.2)	28(18.1)	13 (8.4)
20	Encourages staff to introduce issues	51(32.5)	36(22.9)	31(19.7)	18(11.5)	21(13.4)
21	Classroom visits	24(15.3)	46(29.3)	45(28.7)	28(17.8)	14 (8.9)
22	Helps teachers improve	26(17.0)	39(25.5)	38(24.8)	28(18.3)	22(14.4)
23	Class interruptions	54(34.8)	45(29.0)	30(19.4)	13 (8.4)	13 (8.3)
24	Prepares funding proposals	42(34.8)	45(29.2)	42(27.3)	14 (9.1)	12 (7.8)
25	Attends conferences	51(32.7)	31(19.9)	38(24.4)	18(11.5)	18(11.5)
26	Monitors attendance	58(37.9)	32(20.9)	29(19.0)	16(10.5)	18(11.8)
27	In-service needs	49(31.6)	40(25.6)	37(23.9)	17(11.0)	12 (7.7)
28	Participates in in-service	55(35.3)	40(25.6)	37(23.7)	13 (8.3)	11 (7.1)
29	Demonstration lessons	4 (2.6)	2 (1.3)	15 (9.6)	39(25.0)	96(61.5)
30	Co-ordinates activities	39(25.3)	48(31.2)	38(24.7)	17(11.0)	12 (7.8)
31	Recognizes staff accomplishments	43(27.9)	30(19.5)	43(27.9)	18(11.7)	20(13.0)
32	Delegates to staff	29(18.8)	41(26.6)	53(34.4)	19(12.3)	12 (7.8)
33	Informs community	53(33.8)	36(22.9)	41(26.1)	21(13.4)	6 (3.8)
34	Encourages different strategies	43(27.6)	43(27.6)	41(26.3)	16(10.3)	13 (8.3)
35	Routes publications	77(49.7)	37(23.9)	25(16.1)	10 (6.5)	6 (3.9)
36	Orderly school	59(37.8)	46(29.5)	25(16.0)	13 (8.3)	13 (8.3)
37	Problem-solving skills	36(23.4)	44(28.6)	48(31.2)	16(10.4)	10 (6.5)
38	Tours school	66(42.0)	35(22.3)	34(21.7)	9 (5.7)	13 (8.3)

table reveals that a majority (50.4% to 77.3%) of teachers believe principals are frequently or almost always engaged in 26 of the 38 activities. However, the response rate and the level of involvement varies considerably from activity to activity.

Staff Development. Items 2, 4, 8, 9, 19, 20, 22, 25, 27, 31, 32, and 35 are included under the function of staff development. More than fifty percent of respondents indicated principals were frequently or almost always involved in eight of these items, including "involving staff in decision making" (item 2), "ensuring curriculum time at staff meetings" (item 4), "recruiting teachers" (item 8), "advising teachers" (item 19), "encouraging staff to introduce curriculum issues" (item 20), "attending teacher conferences" (item 25), "identifying teacher in-service needs" (item 27) and "routing publications to faculty" (item 35). It is interesting to note that item 35 received a significantly higher response rate than any other item with 110 teachers (73.6%) suggesting that principals are frequently or almost always "routing publications to faculty".

For the remaining four items under staff development, it appears that teachers are uncertain about the level of principal involvement. Between 43% and 48% indicated that principals were frequently or almost always "helping teachers improve" (item 22), "recognizing staff accomplishments" (item 31) and "delegating curriculum matters to staff" (item 32), while 20% to 32% of teachers suggested that principals were

seldom or almost never involved in these activities. Similarly, only 33.3% reported that principals were frequently or almost always engaged in "interviewing potential candidates for teaching positions" (item 9), while 43.7% of teachers indicated that principals were seldom or almost never involved in the interviewing process.

Instructional Support. Items 6, 23, 26, 29, 34 and 36 refer to instructional support activities. According to Table 4, a majority of teachers report principals as being actively involved in most instructional support activities. Over 60% indicated that principals were frequently or almost always "providing teachers with subject time guidelines" (item 6), "protecting staff from class interruptions" (item 23) and "establishing a safe/orderly school" (item 36). In addition, more than 55% of respondents suggested that principals were similarly involved in "monitoring student attendance" (item 26) and "encouraging different instructional strategies" (item 34). However, a substantial number of teachers indicated that principals were not involved, to any great extent, in one particular instructional support activity. One hundred and thirty-five teachers (86.5%) suggested that principals were seldom or almost never engaged in "conducting demonstration lessons in the classroom" (item 29).

Resource Acquisition and Allocation. Items 17 and 30 represent resource acquisition and allocation activities. Approximately sixty-six percent (66.3%) of teachers indicated

that principals were frequently or almost always "assisting teachers in securing available resources" (item 17) and 56.5% reported that principals were involved to the same degree in "coordinating activities between teachers and central office personnel" (item 30). Teachers' perceptions of the level of principal involvement in these two activities seems to suggest that principals themselves consider acquiring and allocating resources to be an important function of instructional leadership.

Quality Control. Items 3, 10, 11, 12, 13, 14, 15, 16 and 18 are included under the function of quality control. In general, teachers indicated limited involvement by the principal in quality control activities. Only four of the nine items were viewed by a majority of teachers as activities that principals engage in frequently or almost always. These include: item 3, "communicating high expectations for student performance" (60.3%); item 12, "conducting post-observation conferences" (54.9%); item 15, "emphasizing procedures for monitoring student progress" (58.3%); and item 18, "recognizing academic accomplishments of students" (58%). Less than 50% of teachers indicated that principals were frequently or almost always "conducting pre-observation conferences (item 10), "observing instructional strategies" (item 11), "reviewing lesson plans" (item 13), "reviewing student work" (item 14) and "emphasizing test results" (item 16). It is interesting to note that only 19 teachers (12.2%)

reported the principal as being frequently or almost always "reviewing lesson plans" (item 13), with 103 teachers (66.5%) suggesting that principals seldom or almost never engage in this activity. It appears that teachers perceive principals spending little time in many quality control activities, especially those activities that relate directly to the teaching-learning environment.

Coordination. Items 1, 5, 7, 24 and 33 refer to coordination activities. Slightly more than 77% of respondents indicated that principals were frequently or almost always "ensuring that school goals were developed congruent to district policies" (item 1). It is interesting to note that teachers perceive principals to be involved in coordinating school goals with district policies more frequently than any other activity mentioned in the questionnaire.

As reported in Table 4, three of the coordination items reflected a somewhat lower level of principal involvement. Between 55% and 59% of teachers reported principals as being frequently or almost always "involving parents in the school program" (item 5), "preparing funding proposals" (item 24), and "informing the community" (item 33), while approximately the same number of teachers indicated that principals were frequently or sometimes involved, and a further 17% perceived principals as seldom or almost never engaged in these activities.

Teachers seem to be uncertain about the level of principal involvement in "coordinating the instructional program between grades" (item 7). Approximately 44% thought the principal was frequently or almost always involved in this activity, while 31.8% believed the principal was seldom or almost never involved.

Troubleshooting. Items 21, 28, 37 and 38 refer to the troubleshooting function of instructional leadership. With the exception of Item 21, teachers indicated that principals are generally involved in troubleshooting activities. A majority of teachers reported principals as being frequently or almost always involved in item 28, "participating in teacher in-service" (60.9%), item 37, "exhibiting problem-solving skills" (52%), and item 38, "touring the school" (64.3%). On the other hand, only 44.6% indicated that principals were frequently or almost always "conducting classroom visits" (item 21), with 26.7% suggesting that principals seldom or almost never engage in this activity.

Question 2

Which instructional leadership activities and behaviors do teachers believe principals should be engaged in most frequently?

Table 5 presents statistics for teachers' responses of the desired level of principal involvement in instructional leadership activities and behaviors. An analysis of this

Table 5

Distribution of Teachers' Responses for the Desired Role of the Principal in Instructional Leadership Activities and Behaviors

Item No.	Activity or Behavior	Almost Always 1 f(%)	Frequently 2 f(%)	Sometimes 3 f(%)	Seldom 4 f(%)	Almost Never 5 f(%)
1	Goals congruent with district policies	97(63.4)	50(32.7)	3 (2.0)	3 (2.0)	-
2	Involves staff in decision making	105(68.2)	43(27.9)	5 (3.2)	-	1 (0.6)
3	High expectations for student performance	89(57.4)	47(30.3)	14 (9.0)	3 (1.9)	2 (1.3)
4	Time at staff meetings	71(45.5)	60(38.5)	22(14.1)	1 (0.6)	2 (1.3)
5	Involves parents	78(50.0)	61(39.1)	13 (8.3)	3 (1.9)	1 (0.6)
6	Subject time guidelines	64(41.3)	54(34.8)	27(17.4)	8 (5.2)	2 (1.3)
7	Coordinates program	49(31.2)	84(53.5)	22(14.0)	-	2 (1.3)
8	Recruiting teachers	98(65.8)	43(28.9)	5 (3.4)	2 (1.3)	1 (0.7)
9	Interviews candidates	74(52.1)	44(31.0)	18(12.7)	1 (0.7)	5 (3.5)
10	Pre-observation meeting	66(43.1)	50(32.7)	33(21.6)	3 (2.0)	1 (0.7)
11	Observes strategies	31(20.1)	59(38.3)	55(35.7)	6 (3.9)	3 1.9)
12	Post-observation meeting	79(51.3)	42(27.3)	30(19.5)	2 (1.3)	1 (0.6)
13	Reviews lesson plans	10 (6.5)	20(13.0)	70(45.5)	25(16.2)	29(18.8)
14	Reviews student work	44(28.4)	52(33.5)	49(31.6)	6 (3.9)	4 (2.6)
15	Monitors student progress	59(37.8)	65(41.7)	25(16.0)	2 (1.3)	5 (3.2)
16	Emphasis on test results	28(18.5)	47(31.1)	49(32.5)	16(10.6)	11 (7.3)

Item No.	Activity or Behavior	Almost Always 1 f(%)	Frequently 2 f(%)	Sometimes 3 f(%)	Seldom 4 f(%)	Almost Never 5 f(%)
17	Acquiring resources	96(61.5)	46(29.5)	11 (7.1)	3 (1.9)	-
18	Recognizes student academic performance	90(57.3)	54(34.4)	12 (7.6)	1 (0.6)	-
19	Advises teachers	62(39.7)	67(42.9)	22(14.1)	4 (2.6)	1 (0.6)
20	Encourages staff to introduce issues	68(43.6)	62(39.7)	19(12.2)	6 (3.8)	1 (0.6)
21	Classroom visits	30(19.1)	64(40.8)	53(33.8)	8 (5.1)	2 (1.3)
22	Helps teachers improve	53(34.4)	67(43.5)	28(18.2)	3 (1.9)	3 (1.9)
23	Class interruptions	90(58.4)	46(29.9)	14 (9.1)	3 (1.9)	1 (0.6)
24	Prepares funding proposals	71(45.8)	59(38.1)	23(14.8)	2 (1.3)	-
25	Attends conferences	74(49.0)	63(40.6)	15 (9.7)	1 (0.6)	-
26	Monitors attendance	75(49.7)	48(31.8)	22(14.6)	4 (2.6)	2 (1.3)
27	In-service needs	75(48.7)	61(39.6)	17(11.0)	1 (0.6)	-
28	Participates in in-service	80(51.6)	55(35.5)	18(11.5)	2 (1.3)	-
29	Demonstration lessons	17(11.1)	19(12.4)	63(41.2)	31(20.3)	23(15.0)
30	Co-ordinates activities	54(34.1)	63(40.9)	34(22.1)	2 (1.3)	1 (0.6)
31	Recognizes staff accomplishments	76(49.7)	53(34.6)	22(14.4)	2 (1.3)	-
32	Delegates to staff	32(21.1)	55(36.2)	49(32.3)	14 (9.2)	2 (1.3)
33	Informs community	75(48.1)	61(39.1)	18(11.5)	1 (0.6)	1 (0.6)
34	Encourages different strategies	63(40.9)	62(40.3)	27(17.5)	1 (0.6)	1 (0.6)
35	Routes publications	94(61.0)	47(30.5)	19 (6.5)	2 (1.3)	1 (0.6)
36	Orderly school	118(76.6)	33(21.4)	2 (1.3)	-	1 (0.6)
37	Problem-solving skills	67(43.8)	69(45.1)	16(10.5)	1 (0.7)	-
38	Tours school	88(57.1)	50(32.5)	13 (8.4)	3 (1.9)	-

table reveals that over 80% of teachers indicated that principals should be frequently or almost always involved in 25 of the 38 items (66%) included in the questionnaire.

Staff Development. Although a majority of teachers indicated that principals should be involved in the 12 staff development items, the level of involvement varied greatly. Over 90% suggested that principals should frequently or almost always "involve staff in decision making" (item 2), "recruit teachers" (item 8) and "route publications to faculty' (item 35). Over 80% of respondents believed principals should be frequently or almost always "providing time at staff meetings to discuss instructional issues" (item 4), "interviewing potential candidates for teaching positions" (item 9), "advising teachers" (item 19), "encouraging staff to introduce curriculum issues" (item 20), "attending teacher conferences' (item 25), "identifying teacher in-service needs" (item 27) and "recognizing staff accomplishments" (item 37).

Teachers reported less agreement on the two remaining staff development items. While slightly less than 80 percent (77.9%) indicated that principals should be frequently or almost always "helping teachers to improve their effectiveness" (item 22), only 57.3% thought that principals should be involved to the same degree in "delegating responsibility for curriculum matters to staff" (item 32). The relatively low percentage rating for item 32 seems to suggest that teachers themselves are not eager to accept

responsibility for curriculum matters although, as mentioned earlier, they wish to be involved in decisions that affect instruction (item 2, 96.1%). It also appears that teachers perceive the principal's role in staff development as being crucial to instructional leadership.

Instructional Support. A number of instructional support items (6, 23, 26 and 34) indicated a desire for a high level of principal involvement. In addition, item 36, "establishing a safe/orderly school environment", was perceived by an impressive 98% of teachers as an activity in which principals should frequently or almost always become engaged. On the other hand, "giving demonstration lessons in the classroom" (item 29) was viewed as an activity in which principal involvement should be limited. Only 23.5% of respondents indicated that the principal should be frequently or almost always involved in giving demonstration lessons, while 35.3% suggested that principals should seldom or almost never engage in this activity.

Resource Acquisition and Allocation. According to Table 5, teachers indicated that it is more important for the principal to be involved in "acquiring resources" (item 17) than in "co-ordinating activities between teachers and board office personnel" (item 30). Ninety-one percent of respondents indicated that principals should be frequently or almost always involved in the former, while only 76% suggested

suggested that principals should be involved to the same degree in the latter.

Quality Control. An examination of the nine quality control activities indicates a clear distinction in the level of principal involvement desired by teachers for student and teacher related activities. Eighty percent or more of respondents desire the principal to be frequently or almost always involved in such student oriented activities as "communicating high expectations for student performance" (item 3), "monitoring student progress" (item 15) and "recognizing student academic performance" (item 18). In contrast "teachers suggested a lower level of principal involvement in activities which reflect classroom performance appraisal". Approximately fifty-eight percent (58.4%), 61.9% and 49.6% respectively stated that principals should be frequently or almost always "observing classroom strategies" (item 11), "reviewing student work products when evaluating classroom instruction" (item 14) and "emphasizing test results for program improvement" (item 16). In addition, a significantly small percentage of teachers (19.5%) indicated that principals should be frequently or almost always "reviewing teacher lesson plans" (item 13) with 35% reporting that principals should seldom or almost never be engaged in this activity.

Coordination. Table 5 indicates that a substantial majority of teachers desire a high level of principal

involvement in all coordination activities. Between 83.9% and 89.1% believed that principals should frequently or almost always "prepare funding proposals" (item 24), "coordinate programs between grades" (item 7), "inform the community about school programs" (item 33) and "involve parents in the school" (item 5). In addition "96.1% of teachers said that principals should be frequently or almost always ensuring school goals are developed congruent to district policies" (item 1).

Troubleshooting. Three of the activities under the instructional leadership function of troubleshooting indicated high levels of involvement for the principal. Nearly 90% of respondents suggested that principals should be frequently or almost always "touring the school" (item 38), "exhibiting problem-solving skills" (item 37) and "participating in teacher in-service" (item 28). A smaller percentage (59.9%) believed that principals should be involved to the same degree in "visiting classrooms" (item 21).

Question 3

What differences, if any, exist between a principal's actual and desired role in instructional leadership activities and behaviors as perceived by teachers?

Data in this section are analyzed and discussed in relation to the six major functions of instructional leadership. Two tables are included under each major

function.' The first table summarizes the actual and desired means, the mean differences, and the levels of significance for each item. The second table indicates the distribution of percentages (to the nearest whole number) for each of the actual and desired levels of involvement for each item. For these calculations, a (1) represents almost always and a (5) represents almost never.

Staff Development. As indicated in Table 6, responses from teachers revealed that there was a statistically significant difference in the actual and desired mean scores at the .000 level for each of the 12 items under staff development. Teachers reported that they believe principals should be more involved in all 12 activities.

Actual mean scores range from 1.92 to 3.2, indicating that teachers perceive principals as being frequently or sometimes involved in staff development. Desired mean scores range from 1.37 to 2.34 indicating that teachers believe that principals should be frequently or almost always involved. This higher ranking for staff development activities is further revealed in Table 7. Between 34% and 74% of teachers reported that principals presently exhibit a high level of involvement, whereas from 57% to 96% expressed the belief that principals should be highly involved.

According to Table 6, item 9, "personally interviews potential candidates for teaching positions", had a comparatively large mean difference (1.49). An analysis of Table 7 shows that approximately 34% of teachers indicated

Table 6

A Comparison of Teachers' Perceptions of the Actual and Desired Level of Principal Involvement in Staff Development Activities

Item No.	Activity or Behavior	Actual Mean X_1	Desired Mean X_2	Mean Difference $X_1 - X_2$	Level of Significance
2	Involves staff in decision making	2.26	1.37	.89	.000
4	Time at staff meetings	2.45	1.74	.71	.000
8	Recruiting teachers	2.07	1.41	.66	.000
9	Interviews candidates	3.20	1.71	1.49	.000
19	Advises teachers	2.59	1.89	.79	.000
20	Encourages staff to introduce issues	2.51	1.78	.73	.000
22	Helps teachers improve	2.88	1.93	.95	.000
25	Attends conferences	2.50	1.62	.88	.000
27	In-service needs	2.38	1.64	.74	.000
31	Recognizes staff accomplishments	2.63	1.67	.96	.000
32	Delegates to staff	2.65	2.34	.31	.000
35	Routes publications	1.92	1.50	.42	.000

Table 7

Percentage of Teachers Giving Each of the Actual and Desired Level of Principal Involvement in Staff Development Activities

Item No.	Activity or Behavior	Actual Level of Involvement					Desired Level of Involvement				
		1	2	3	4	5	1	2	3	4	5
2	Involves staff in decision making	36	26	22	10	6	68	28	3	-	1
4	Time at staff meetings	33	24	20	14	10	46	39	14	1	1
8	Recruiting teachers	44	22	21	5	8	66	29	3	1	1
9	Interviews candidates	21	13	23	13	31	52	31	13	1	4
19	Advises teachers	25	25	23	18	8	40	43	14	3	1
20	Encourages staff to introduce issues	33	23	20	12	13	44	40	12	4	1
22	Helps teachers improve	17	26	25	18	14	34	44	18	2	2
25	Attends conferences	33	20	24	12	12	49	41	10	1	-
27	In-service needs	32	26	24	11	8	49	40	11	1	-
31	Recognizes staff accomplishments	28	20	28	12	13	50	35	14	1	-
32	Delegates to staff	19	27	34	12	8	21	36	32	9	1
35	Routes publications	50	24	16	7	4	61	31	7	1	1

that principals were frequently or almost always involved in recruiting teachers, while over 80% believed that principals should be engaged to the same degree in this activity.

Substantially low mean differences were recorded for two items. Mean differences of .31 and .42 were respectively reported for "delegating responsibility for curriculum improvement to staff" (item 32) and "routing publications to faculty' (item 35). As Table 7 points out, 61% of teachers presently considered principals as being frequently or sometimes involved in delegating matters to staff (item 32) and about 68% indicated the same level of desired involvement. "Routing publications to faculty" (item 35) reported a low mean difference because this item had a low actual mean score and a low desired mean score. Seventy-four percent of teachers indicated that principals were frequently or almost always engaged in this activity at present and approximately 92% suggested that principals should continue this high level of involvement.

Instructional Support. As indicated in Table 8, responses from teachers revealed that there was a statistically significant difference in actual and desired mean scores, at the .000 level, for each of the six items under instructional support. Teachers indicated that they believed principals should be more involved in all six activities. Actual mean scores ranged from 2.19 to 4.41, while desired mean scores ranged from 1.27 to 3.17.

Table 8

A Comparison of Teachers' Perceptions of the Actual and Desired Level of Principal Involvement in Instructional Support Activities

Item No.	Activity or Behavior	Actual Mean X_1	Desired Mean X_2	Mean Difference $X_1 - X_2$	Level of Significance
6	Subject time guidelines	2.25	1.89	.36	.000
23	Class interruptions	2.26	1.56	.70	.000
26	Monitors attendance	2.38	1.74	.64	.000
29	Demonstration lessons	4.41	3.17	1.24	.000
34	Encourages different strategies	2.43	1.80	.63	.000
36	Orderly school	2.19	1.27	.92	.000

While the largest mean difference (1.24) was reported for item 29, "giving demonstration lessons in the classroom", this item also reported the highest actual mean score (4.41) and the highest desired mean score (3.17). This low level of involvement is reflected in the percentage distribution scores of Table 9 where about 87% of teachers reported principals as presently being almost never or seldom involved. Furthermore, under the desired level of involvement, 35% indicated almost never or seldom, while 41% suggested that principals should sometimes be involved in demonstration lessons. It appears that principals presently play a very minor role in this activity and teachers desire that principals continue their minimum involvement.

A high mean difference (.92) was also reported for item 36, "establishing a safe/orderly school environment". Only 68% of teachers indicated that principals were frequently or almost always involved at present, while 98% suggested that principals should be highly involved.

According to Table 8, the smallest mean difference (.36) was recorded for item 6, "providing teachers with subject time guidelines". Sixty-two percent of respondents indicated in Table 9 that principals were frequently or almost always involved in this activity at present and 76% desire this practice to continue at the same level of involvement.

Table 9

Percentage of Teachers Giving Each of the Actual and Desired Level of Principal Involvement in Instructional Support Activities

Item No.	Activity or Behavior	Actual Level of Involvement					Desired Level of Involvement				
		1	2	3	4	5	1	2	3	4	5
6	Subject time guidelines	40	26	18	12	9	41	35	17	5	1
23	Class interruptions	35	29	19	8	8	58	30	9	2	1
26	Monitors attendance	38	21	19	11	12	50	32	15	3	1
29	Demonstration lessons	3	1	10	25	62	11	12	41	20	15
34	Encourages different strategies	28	28	26	10	8	41	40	18	1	1
36	Orderly school	38	30	16	8	8	77	21	1	-	1

Resource Acquisition and Allocation. As reported in Table 10, the mean differences for the two items under resource acquisition and allocation were found to be statistically significant at the .000 level. Teachers indicated that they desire principals to be more involved in both activities. Item 17, "acquiring resources" had an actual mean score of 2.17 and a desired mean score of 1.49, while item 30, "co-ordinating activities between teachers and board office personnel" had an actual mean score of 2.46 and a desired mean score of 1.91.

The greater mean difference and the lower desired mean score for item 17 tends to suggest that teachers believe this activity is more important for principal involvement than item 30. Percentage frequencies in Table 11 confirm this observation. While approximately 92% of respondents suggested that principals should be frequently or almost always involved in acquiring resources (item 17), only 76% believed the principal should be involved to the same degree in co-ordinating activities (item 30).

Table 10

A Comparison of Teachers' Perceptions of the Actual and Desired Level of Principal Involvement in Resource Acquisition and Allocation Activities

Item No.	Activity or Behavior	Actual Mean X_1	Desired Mean X_2	Mean Difference $X_1 - X_2$	Level of Significance
17	Acquiring resources	2.17	1.49	.68	.000
30	Co-ordinates activities	2.46	1.91	.55	.000

Table 11

Percentage of Teachers Giving Each of the Actual and Desired Level of Principal Involvement in Resource Acquisition and Allocation Activities

Item No.	Activity or Behavior	Actual Level of Involvement					Desired Level of Involvement				
		1	2	3	4	5	1	2	3	4	5
17	Acquiring resources	34	33	22	8	5	62	30	8	2	-
30	Co-ordinates activities	25	31	25	11	8	35	41	22	1	1

Quality Control. Tables 12 and 13 show a comparison of teachers' perceptions of the actual and desired level of principal involvement in quality control activities. According to Table 12, all nine quality control items reported statistically significant mean differences, at the .000 level, with teachers indicating that principals should be more involved in all activities. Actual mean scores ranged from 2.18 to 3.99 and desired mean scores ranged from 1.59 to 3.28.

The highest mean difference (1.02) occurred in item 10 "conducting pre-observation conferences with teachers". As indicated in Table 13, only 41% of teachers said that principals were presently conducting pre-observation meetings either frequently or almost always, while 76% suggested that principals should be so involved in these meetings. One can conclude that teachers view pre-observation meetings as an important part of the evaluation process.

Two items reported relatively low mean differences. Mean differences of .32 and .37 were respectively reported for "placing emphasis on the meaning of test results for program improvement" (item 10), and "observing teacher's instructional strategies within the classroom" (item 11). Both items also indicated high actual and desired mean scores, ranging from 2.29 to 2.89. As indicated in Table 13, the high mean scores were produced in each case because 55% or more of teachers believe that principals are sometimes or frequently involved

Table 12

A Comparison of Teachers' Perceptions of the Actual and Desired Level of Principal Involvement in Quality Control Activities

Item No.	Activity or Behavior	Actual Mean X_1	Desired Mean X_2	Mean Difference $X_1 - X_2$	Level of Significance
3	High expectations for student performance	2.18	1.59	.59	.000
10	Pre-observation meeting	2.86	1.84	1.02	.000
11	Observes strategies	2.66	2.29	.37	.000
12	Post-observation meeting	2.41	1.73	.68	.000
13	Reviews lesson plans	3.99	3.28	.71	.000
14	Reviews student work	2.90	2.19	.71	.000
15	Monitors student progress	2.42	1.91	.51	.000
16	Emphasis on test results	2.89	2.57	.32	.000
18	Recognizes student academic performance	2.29	1.52	.77	.000

Table 13

Percentage of Teachers Giving Each of the Actual and Desired Level of Principal Involvement in Quality Control Activities

Item No.	Activity or Behavior	Actual Level of Involvement					Desired Level of Involvement				
		1	2	3	4	5	1	2	3	4	5
3	High expectations for student performance	40	20	25	11	4	57	30	9	2	1
10	Pre-observation meeting	25	16	27	10	21	43	33	22	2	1
11	Observes strategies	21	27	28	16	8	20	38	36	4	2
12	Post-observation meeting	43	12	20	13	12	51	27	20	1	1
13	Reviews lesson plans	5	8	21	19	47	7	13	46	16	19
14	Reviews student work	21	23	22	15	20	28	34	32	4	3
15	Monitors student progress	30	28	21	13	8	38	42	16	1	3
16	Emphasis on test results	11	30	28	21	10	19	31	33	11	7
18	Recognizes student academic performance	34	24	27	10	6	57	34	8	1	-

in these activities and they desire this level of involvement to continue.

"Reviewing teacher's lesson plans" (item 13) had a mean difference of .71, but it is interesting to note that this item reported the highest actual mean score (3.99) and the highest desired mean score (3.28). The responses in Table 13 indicate that 66% of teachers believe that principals are seldom or almost never involved in reviewing lesson plans, while 35% suggested that principals should seldom or almost never be so involved and 46% indicated sometimes.

The lowest actual mean scores (2.18 and 2.29) and the lowest desired mean scores (1.59 and 1.52) were reported for item 3 "communicating high expectations for students" and item 18 "recognizing student academic performance", respectively. Further analysis of Table 13 shows that 58% or more of teachers presently consider principals as being frequently or almost always engaged in these activities, and over 87% desire such involvement to continue.

Coordination. As indicated in Table 14, responses from teachers showed that there was statistically significant difference in the actual and desired mean scores, at the .000 level, for each of the five activities under the coordination function of instructional leadership. Teachers believe that principals should be more involved in all coordination activities. Actual mean scores ranged from 1.81 to 2.84 while desired mean scores ranged from 1.42 to 1.87.

Table 14

A Comparison of Teachers' Perceptions of the Actual and Desired Level of Principal Involvement in Coordination Activities

Item No.	Activity or Behavior	Actual Mean X_1	Desired Mean X_2	Mean Difference $X_1 - X_2$	Level of Significance
1	Goals congruent with district policies	1.81	1.42	.39	.000
5	Involves parents	2.32	1.65	.67	.000
7	Coordinates programs	2.84	1.87	.97	.000
24	Prepares funding proposals	2.42	1.71	.71	.000
33	Informs community	2.31	1.67	.64	.000

Item 7, "working with teachers to coordinate the instructional program between grades" reported the highest actual mean score (2.84), the highest desired mean score (1.87), and the largest mean difference (.97). According to Table 15, only 45% of teachers perceived principals as presently coordinating programs between grades either frequently or almost always, while over 30% indicated that principals were seldom or almost never involved in this activity. The desired level of involvement, however, indicates that 85% of teachers want the principal to be frequently or almost always involved. This suggests that the principal's present involvement in coordinating programs is limited and that a significant majority of teachers believe that the principal should be highly involved.

Table 14 shows that the lowest mean difference (.39) was reported for item 1. This item also recorded the lowest actual mean score (1.81) and the lowest desired mean score (1.42), because 75% of teachers believe principals are frequently or almost always involved in discussions with staff to ensure school goals are developed congruent with district policies, and more than 95% would like this to continue.

Desired mean scores of 1.67 and 1.65 and mean differences of .64 and .67 on items 33 and 5 respectively, indicate that teachers desire more involvement by the principal in matters dealing with the school program and the community. In fact, according to Table 15, 89% of teachers said the principal

Table 15

Percentage of Teachers Giving Each of the Actual and Desired Level of Principal Involvement in Coordination Activities

Item No.	Activity or Behavior	Actual Level of Involvement					Desired Level of Involvement				
		1	2	3	4	5	1	2	3	4	5
1	Goals congruent with district policies	53	25	14	8	1	63	33	2	2	-
5	Involves parents	31	28	24	11	6	50	39	8	2	1
7	Coordinates programs	21	24	24	14	18	31	54	14	-	1
24	Prepares funding proposals	27	29	27	9	8	46	38	15	1	-
33	Informs community	34	23	26	13	4	48	39	12	1	1

should "involve parents in the school program" (item 5), and 87% said principals should "inform the community about school programs" (item 33) either frequently or almost always.

Troubleshooting. As Table 16 indicates, teachers' responses to troubleshooting items revealed statistically significant mean differences at the .000 level. Teachers indicated that they believe principals should be more involved in all four troubleshooting activities.

The lowest actual mean score (2.17) and the lowest desired mean score (1.55) were reported for item 38. According to Table 17, approximately 66% of teachers perceive the principal as presently "touring the school and chatting with students and teachers" either frequently or almost always, and 90% believe that this practice should continue. The significantly low desired mean score (1.55) for this item seems to suggest that teachers consider the principal's presence throughout the school an essential instructional leadership activity.

The largest mean difference (.81) was reported for item 37 "exhibiting problem-solving skills related to resolving instructional concerns". At the present time, only 52% of teachers perceive principals as being frequently or almost always engaged in this activity, while nearly 90% desire such involvement. The smallest mean difference was reported for item 21, "classroom visits". This item had an actual mean score of 2.76 and a desired mean score of 2.19. Further

Table 16

A Comparison of Teachers' Perceptions of the Actual and Desired Level of Principal Involvement in Troubleshooting Activities

Item No.	Activity or Behavior	Actual Mean X_1	Desired Mean X_2	Mean Difference $X_1 - X_2$	Level of Significance
21	Classroom visits	2.76	2.29	.47	.000
28	Participates in in-service	2.27	1.63	.64	.000
37	Problem-solving skills	2.49	1.68	.81	.000
38	Tours school	2.17	1.55	.62	.000

Table 17

Percentage of Teachers Giving Each of the Actual and Desired Level of Principal Involvement in Troubleshooting Activities

Item No.	Activity or Behavior	Actual Level of Involvement					Desired Level of Involvement				
		1	2	3	4	5	1	2	3	4	5
21	Classroom visits	15	29	29	18	9	19	41	34	5	1
28	Participates in in-service	35	26	24	8	7	52	36	12	1	-
37	Problem-solving skills	23	29	31	10	7	44	45	11	1	-
38	Tours school	42	22	24	6	8	57	33	8	2	-

analysis of Table 17 shows that less than 50% of teachers perceive principals as frequently or almost always making regular visits to classrooms and only about 60% believe that principals should be so involved in this activity.

Summary

Table 18 indicates the actual and desired means, mean differences, and levels of significance for each of the six major functions of instructional leadership--Staff Development, Instructional Support, Resource Acquisition and Allocation, Quality Control, Coordination and Troubleshooting. The actual and desired mean scores were determined from an average of mean individual item scores within each function.

According to Table 18, there was a statistically significant difference in actual and desired mean scores at the .000 level for each of the six major functions. Teachers indicated that principals should be more involved in all six functions. Actual mean scores ranged from 2.30 to 2.72 implying that most of the activities presently performed by principals could be categorized as being done frequently or sometimes. The desired mean scores, ranging from 1.66 to 2.10, indicate that teachers want principals to perform these same activities almost always or frequently.

Quality control reported the highest actual mean score (2.72) and the highest desired mean score (2.10). Teachers

Table 18

A Comparison of Teachers' Perceptions of the Actual and Desired Level of Involvement of Principals in each of the Six Major Functions of Instructional Leadership

Major Functions of Instructional Leadership	Actual Mean X	Desired Mean X	Mean Difference	Level of Significance
Staff Development	2.49	1.71	.78	.000
Instructional Support	2.66	1.90	.76	.000
Resource Acquisition and Allocation	2.30	1.70	.60	.000
Quality Control	2.72	2.10	.62	.000
Coordination	2.34	1.66	.68	.000
Troubleshooting	2.42	1.79	.63	.000

* The actual and desired mean scores were determined from an average of mean individual item scores within each function.

believe that the level of principal involvement in the quality control function of instructional leadership should remain relatively low as compared to other functions. It is interesting to note that seven of the nine items (77%) under quality control relate either directly or indirectly to teacher evaluation.

Coordination, on the other hand, reported the lowest mean score (1.66) for the desired level of principal involvement. Obviously, teachers want principals to take a more active role in this area. The greatest mean differences were recorded for staff development (.78) and instructional support (.76). Teachers prefer that principals be frequently or almost always involved in these two functions. This preference is higher than the frequent or sometimes rating that principal involvement receives at present.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study, draws conclusions from the findings, and makes recommendations based upon the research.

Purpose of the Study

Instructional supervision is the process of working with teachers to improve classroom instruction and it is the leadership behavior that occurs within the organizational setting that is critical to effective instruction (Beach & Reinhartz, 1989). The image of having strong instructional leaders in schools is time honored, as is the idea of principals serving as instructional supervisors or leaders. What remains unclear, however, are the specific activities and behaviors considered necessary for those principals seeking to be instructional leaders.

This study was designed to examine instructional leadership activities and behaviors from the teacher's perspective. More specifically, it addressed the following questions:

1. Which instructional leadership activities and behaviors do principals engage in most frequently?

2. Which instructional leadership activities and behaviors do teacher believe principals should be engaged in most frequently?
3. What differences, if any, exist between a principal's actual and desired role in instructional leadership activities and behaviors as perceived by teachers?

Instrumentation and Statistical Analysis

Study data were gathered by means of a questionnaire administered to elementary teachers. Questionnaire items were developed from an extensive review of literature and research and from an examination of two particular studies of instructional leadership conducted by Larsen (1987) and Williams (1986). Teachers were asked to indicate their perceptions of the actual and desired level of involvement of their principals on each questionnaire item using a Likert format. Questionnaires were distributed to 200 teachers randomly selected from five school boards across the province. One hundred and fifty-seven questionnaires were returned, yielding a response rate of 78.5%.

Data were analyzed in terms of the three questions posed in the statement of the problem. Teachers' perceptions of the actual and desired level of principal involvement were presented for each item in the questionnaire. The question concerning differences between teachers' responses of actual

and desired level of principal involvement was analyzed by computing differences in mean scores for each item and by using the two-tailed t-test for dependent samples to test the significance of the difference.

Findings Related to Question 1

Teachers' perceptions of the actual level of principal involvement in instructional leadership activities and behaviors indicated a mean response greater than two and less than three on 33 of the 38 items in the questionnaire (87%). In other words, principals are viewed by a majority of teachers as being frequently or sometimes engaged in instructional leadership activities. Only two items had mean responses less than two because over 70% of teachers indicated that principals were frequently or almost always "routing publications to faculty" (item 35) and "ensuring school goals are developed congruent to district policies" (item 1). In contrast, three items had means ranging from 3.20 to 4.41, indicating a very low level of principal involvement. An overwhelming majority of respondents (87%) perceived principals as seldom or almost never engaged in "demonstration lessons in classrooms" (item 29), while over 60% reported principals as only sometimes or seldom "reviewing lesson plans" (item 13) or "interviewing potential candidates for teaching positions" (item 9).

Findings Related to Question 2

Teachers' perceptions of the desired level of principal involvement in instructional leadership activities and behaviors indicated a mean response less than two on 31 of the 38 items in the questionnaire (82%). Over 70% of teachers believe that principals should be frequently or almost always involved in these activities. Only five items had mean responses between two and three indicating a lower level of principal involvement. Between 64% and 75% of teachers believe that principals should be frequently or sometimes engaged in "delegating responsibility for curriculum matters to staff" (item 32), "observing classroom strategies" (item 11), "reviewing student work" (item 14), "emphasizing test results" (item 16) and "visiting classrooms" (item 21).

"Conducting demonstration lessons in the classroom" (item 29) and "reviewing teacher's lesson plans" (item 13) had mean responses greater than three because over 60% of respondents reported that principals should be only sometimes or seldom involved in these activities.

Findings Related to Question 3

On all items in the questionnaire, teachers indicated that they desire more involvement by the principal in instructional leadership activities and behaviors. Large mean differences were reported for four particular items. Teachers said that principals were only sometimes involved in

"coordinating programs between grades" (item 7), "interviewing candidates" (item 9) and "conducting pre-observation conferences" (item 10) but suggested that principals should be frequently or almost always engaged in these activities. However, "conducting demonstration lessons" (item 29) recorded a high mean difference because 87% believe that principals are seldom or almost never involved in this practice with only 53% suggesting seldom or sometime involvement by the principal.

Two items reported significantly small mean differences because principals were perceived to be highly involved in these activities at present. These include "routing publications to faculty" (item 35) and "ensuring school goals are developed congruent to district policies" (item 1). A number of other items reported small mean differences but also recorded high desired means, indicating a small but limited increase in principal involvement. Teachers believe that principals should be sometimes or frequently engaged in such activities as "observing strategies" (item 11), "emphasizing test results" (item 16), "visiting classrooms" (item 21) and "delegating curriculum matters to staff" (item 32).

When the various items were grouped according to the major functions of instructional leadership, statistically significant mean differences were found at the .000 level. The mean differences for the functions of staff development, instructional support, resource acquisition and allocation, coordination and troubleshooting indicate that teachers

presently view the principal as being frequently or sometimes involved, but believe they should be almost always or frequently involved. In regard to the leadership function of quality control, teachers perceive the principal as being similarly involved at present, but, although they indicated that the level of involvement should increase, teachers do not wish the principal to be almost always involved in this function.

Conclusions

Based upon data analysis, the following conclusions can be drawn.

1. Principals are not highly involved in instructional leadership activities and behaviors. Their present involvement tends to center around routing publications to their staffs and ensuring school goals are developed in line with district policies. It can be concluded that elementary principals in this province are not instructional leaders in the sense it is referred to in the literature and in the context of this study.
2. It appears that elementary teachers want their principals to be instructional leaders, actively involved in staff development, instructional

support, resource acquisition and allocation, coordination and troubleshooting activities.

3. High mean scores were reported for a number of quality control items. This leads one to conclude that teachers are hesitant over the principals' involvement in activities that relate to their teaching performance.
4. It can be further concluded that teachers envisage a more indirect role for instructional leaders. In other words, teachers want principals to be helpers, supporters, planners, coordinators, and facilitators, rather than evaluators or quality controllers.

Recommendations for Action

1. Elementary principals should give serious consideration to increasing their involvement in all instructional leadership activities.
2. School boards throughout the province should initiate an in-service program for elementary principals centered on the instructional leadership role of the principalship. The behaviors and activities investigated in this study constitute a fairly comprehensive list and can be an important contribution to such an in-service program. The value of this list lies particularly in its linkage

with the activities and behaviors of instructional leadership that teachers believe are important.

3. The Department of Educational Administration, Newfoundland Teachers' Association, Newfoundland Association of School Administrators, and the Department of Education should pay special attention to the specific instructional leadership activities and behaviors identified in this study when preparing administrative training programs.
4. School boards should involve principals in the recruitment and selection of potential candidates for teaching positions.

Recommendations for Further Study

The following are suggested areas for further investigation:

1. A study should be conducted to identify the reasons why teachers desire a lower level of principal involvement in the quality control function of instructional leadership. Quality control activities and behaviors deal primarily with the supervision and evaluation of instruction.
2. The present study should be replicated with high school teachers to determine if findings would be similar to those found in this study.

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APPENDIX A

QUESTIONNAIRE

INSTRUCTIONAL LEADERSHIP QUESTIONNAIRE

This questionnaire has been designed to examine teachers' perceptions of the instructional leadership activities and behaviors of elementary principals. The statements in this questionnaire describe certain activities and behaviors which are often cited as functions of instructional leadership.

To complete the questionnaire, you are asked to examine each statement and then indicate two things: first, in Column 1 indicate your perceptions of the actual level of involvement by your principal, and second, in Column 2 indicate the level of involvement that you believe your principal should have in each activity or behavior.

Rating Scale:	Almost Always 1	Frequently 2	Sometimes 3	Seldom 4	Almost Never 5

Column 1 ACTUAL		Activities and Behaviors	Column 2 DESIRED
1 2 3 4 5	1.	In discussions with staff, ensures that school instructional goals are developed congruent with district policies.	1 2 3 4 5
1 2 3 4 5	2.	Involves staff in making crucial decisions that affect instruction.	1 2 3 4 5
1 2 3 4 5	3.	Communicates high expectations for student academic performance to staff.	1 2 3 4 5
1 2 3 4 5	4.	Provides time at staff meetings to discuss instructional issues.	1 2 3 4 5
1 2 3 4 5	5.	Encourages the purposeful involvement of parents in the school program.	1 2 3 4 5
1 2 3 4 5	6.	Provides teachers with clear guidelines of how much time to devote to each subject.	1 2 3 4 5
1 2 3 4 5	7.	Works with teachers to coordinate the instructional program between grades.	1 2 3 4 5

Column 1 ACTUAL		Activities and Behaviors	Column 2 DESIRED
1 2 3 4 5	8.	Assesses the instructional needs of the school when recruiting teaching personnel.	1 2 3 4 5
1 2 3 4 5	9.	Personally interviews potential candidates for teaching positions.	1 2 3 4 5
1 2 3 4 5	10.	Conducts pre-observation conference with the teacher.	1 2 3 4 5
1 2 3 4 5	11.	Systematically observes teachers' instructional strategies within the classroom.	1 2 3 4 5
1 2 3 4 5	12.	Conducts post-observation conference with the teacher.	1 2 3 4 5
1 2 3 4 5	13.	Reviews each teacher's lesson plans.	1 2 3 4 5
1 2 3 4 5	14.	Reviews student work products when evaluating classroom instruction.	1 2 3 4 5
1 2 3 4 5	15.	Places emphasis on systematic procedures for monitoring student progress.	1 2 3 4 5
1 2 3 4 5	16.	Places emphasis on the meaning of test results for program improvement.	1 2 3 4 5
1 2 3 4 5	17.	Assists teachers in securing available resources for program implementation.	1 2 3 4 5
1 2 3 4 5	18.	Personally recognizes academic accomplishments of students.	1 2 3 4 5
1 2 3 4 5	19.	Provides instructional advice to teachers regarding instructional concerns.	1 2 3 4 5
1 2 3 4 5	20.	Encourages the staff to bring instructional issues to faculty meetings for discussion.	1 2 3 4 5
1 2 3 4 5	21.	Makes regular visits to classrooms.	1 2 3 4 5

Column 1 ACTUAL		Activities and Behaviors	Column 2 DESIRED
1 2 3 4 5	22.	After observations, systematically helps teachers improve their effectiveness.	1 2 3 4 5
1 2 3 4 5	23.	Protects staff from class interruptions so primary focus is on instruction.	1 2 3 4 5
1 2 3 4 5	24.	Prepares proposals for program funding in light of instructional goals.	1 2 3 4 5
1 2 3 4 5	25.	Attends curriculum conferences and reports back to staff.	1 2 3 4 5
1 2 3 4 5	26.	Develops systematic procedures for monitoring student attendance.	1 2 3 4 5
1 2 3 4 5	27.	Identifies faculty in-service needs.	1 2 3 4 5
1 2 3 4 5	28.	Participates in teacher in-service needs.	1 2 3 4 5
1 2 3 4 5	29.	Gives demonstration lessons in classrooms.	1 2 3 4 5
1 2 3 4 5	30.	Co-ordinates activities between teachers and central office personnel.	1 2 3 4 5
1 2 3 4 5	31.	Personally recognizes professional accomplishments of staff including basic goal attainment.	1 2 3 4 5
1 2 3 4 5	32.	Delegates responsibility for curriculum improvement to other staff members.	1 2 3 4 5
1 2 3 4 5	33.	Provides information to the community regarding the schools instructional goals through newsletters and parent meetings.	1 2 3 4 5
1 2 3 4 5	34.	Encourages teachers to use different instructional strategies.	1 2 3 4 5

Column 1 ACTUAL		Activities and Behaviors	Column 2 DESIRED
1 2 3 4 5	35.	Routes educational publications to appropriate faculty.	1 2 3 4 5
1 2 3 4 5	36.	Establishes a safe/orderly school environment through an effective discipline policy.	1 2 3 4 5
1 2 3 4 5	37.	Exhibits problem-solving skills related to resolving instructional concerns.	1 2 3 4 5
1 2 3 4 5	38.	Frequently tours the school and chats with students and teachers.	1 2 3 4 5

APPENDIX B

CORRESPONDENCE

Copy of Letter to District Superintendent

Dear Sir:

Under the supervision of Dr. Dennis Treslan and with the approval of the Department of Educational Administration, Memorial University, I am undertaking a Master's study which solicits your co-operation. The purpose of this study is to examine how elementary teachers view their principal's role in instructional leadership activities and behaviors. It is hoped the results will be beneficial to school districts and practising administrators in search of effective models of instructional leadership.

I am writing to seek your approval to carry out this study in elementary schools belonging to your school board. A letter explaining the purpose of this study and a questionnaire will be sent to a randomly selected number of teachers. Your approval to carry out this study would be much appreciated.

Please return the attached sheet in the pre-stamped envelope provided, as soon as possible.

Sincerely yours,

_____

Eugene Stagg

_____

Dr. Dennis Treslan

TO: Eugene Stagg
Dr. Dennis Treslan, M.U.N.

With respect to the decision whether to grant the approval to carry out this study in elementary schools belonging to this school board, I have decided

to grant my approval for this study.

not to grant my approval for this study.

_____
Superintendent

_____
School Board

Date: _____

TO: Eugene Stagg
Dr. Dennis Treslan, M.U.N.

With respect to the decision whether to grant the approval to carry out this study in elementary schools belonging to this school board, I have decided

[7] to grant my approval for this study.

[ ] not to grant my approval for this study.

Superintendent

School Board

Date: May 15/89

Return Address: Eugene Stagg
64 Glenview Terrace
St. John's, Nfld
A1E 3H7

TO: Eugene Stagg
Dr. Dennis Treslan, M.U.N.

With respect to the decision whether to grant the approval to carry out this study in elementary schools belonging to this school board, I have decided

☑ to grant my approval for this study.

☐ not to grant my approval for this study.

Maxwell Trask, Ph.D.
Superintendent

Avalon North Integrated
School Board

Date: April 28, 1989

Return Address: Eugene Stagg
64 Glenview Terrace
St. John's, Nfld
A1E 3H7

TO: Eugene Stagg
Dr. Dennis Treslan, M.U.N.

With respect to the decision whether to grant the approval to carry out this study in elementary schools belonging to this school board, I have decided

[L] to grant my approval for this study.

[ ] not to grant my approval for this study.

Superintendent

School Board

Date:

Return Address: Eugene Stagg
64 Glenview Terrace
St. John's, Nfld
A1E 3H7

TO: Eugene Stagg
Dr. Dennis Treslan, M.U.N.

With respect to the decision whether to grant the approval to carry out this study in elementary schools belonging to this school board, I have decided

☑ to grant my approval for this study.

☐ not to grant my approval for this study.

Superintendent

St. Barbe South Integrated
School Board

Date: April 26, 1989

Return Address: Eugene Stagg
64 Glenview Terrace
St. John's, Nfld
A1E 3H7

TO: Eugene Stagg
Dr. Dennis Treslan, M.U.N.

With respect to the decision whether to grant the approval to carry out this study in elementary schools belonging to this school board, I have decided

☑ to grant my approval for this study.

☐ not to grant my approval for this study.

Superintendent

School Board

Date: Sept. 26/89

Return Address: Eugene Stagg
64 Glenview Terrace
St. John's, Nfld
A1E 3H7

Dear Teacher:

I am a graduate student in Educational Administration at Memorial University. As part of the requirements for the degree of Master of Education, I am conducting a study to examine how elementary teachers view their principal's role in instructional leadership activities and behavior.

I would be very grateful if you could spare approximately fifteen minutes from your schedule to complete the enclosed questionnaire and return it in the envelope provided to your principal.

It is extremely important that every questionnaire be completed and returned as soon as possible.

Please be assured that no attempt is being made to identify individual respondents.

Your co-operation in completing the questionnaire will be greatly appreciated.

Yours truly,

_____

Eugene Stagg