THE ROLE OF THE PRIMARY SCHOOL PRINCIPAL IN PROFESSIONAL DEVELOPMENT

CENTRE FOR NEWFOUNDLAND STUDIES

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JUDITH L. T. COOPER, B.A.(Ed).

THE ROLE OF THE PRIMARY SCHOOL PRINCIPAL IN PROFESSIONAL DEVELOPMENT

BY

© Judith L.T. Cooper, BA(Ed).

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Abstract

The main purpose of this study was to determine the extent to which primary school principals feel they are knowledgeable with respect to primary school aged children, their needs, and the kinds of school practices which are appropriate for them. The study examined the principal's role in promoting developmentally appropriate programs at the primary level, and the extent to which primary teachers feel that principals of primary schools have adequate knowledge in these areas.

Data collected from 59 primary school principals and 226 of their primary school teachers provided the necessary information used in the testing of the various research ques ıs. Statistical procedures used included a one-way analysis of variance and the Student-Newman-Keuls test.

The principals' questionnaire investigated their perceptions of their role as principal in the primary school and the teachers' questionnaire examined their perceptions of how their principals considered certain issues about primary education and their (the principals') role. Part I of both questionnaires gathered biographical data of principals and teachers, and Part II gathered information relative to practices within the primary school. Respondents were asked to rate most items as "**of no importance**", "**of little importance**", "**important**", and "**very important**" to the role of the principa ı ·hers required a "yes" or "no" response.

Results of the survey indicate that the teaching profession at the primary school level is predominantly female, while positions of leadership are predominantly male. Both groups of respondents (principals and teachers) indicate that a great deal of emphasis is placed on the administrative component of the principalship, and that the principal's role as instructional leader in the primary school is being carried out to some degree.

Principal and teacher responses were also similar on such issues as the importance of having knowledge of child development, and of promoting appropriate teaching styles and learning opportinities for young children.

Teachers generally perceive principals as placing less importance on certain issues than principals' responses indicate. Discrepancies occur in the following: the principal's role as coach to primary teachers; training principals and other teachers in coaching techniques; teacher involvement in school policy planning, program planning, and staff meeting planning; and principal's involvement with parents and children. Principals consistently see these issues as being of greater importance than their teachers perceive that they did. In terms of actual practice, principals indicate higher rates of occurrences than did teachers.

In general, principals seem to believe they give higher priority to curriculum development, staff development, and child-centered teaching matters than in fact teachers percieve them to do. Principals also see themselves as giving lower priority to management matters than teachers claim they do.

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Chapter 1

Introduction

Statement of the Problem

Primary children have special needs that are unlike those of learners at any other stage of their development. According to Piaget (1961), primary children are in the pre-operational and concrete operational stages, and learn best through concrete experiences. They learn best in an environment which is suited to their learning styles and commensurate with their particular stages of development. For example, they need activities that involve many hands-on experiences and active involvement in the learning process (Popoff, 1987; Van der Kovig & Virihof 1982; Labinowicz on Piaget, 1980; Weininger, 1979; Garvey, 1984).

Popoff (1987) states:

> The important advantage of primary schools is their ability to focus curriculum, professional development, support services, special events, equipment, and financial resources on the needs of primary children. (p. 32)

To Herald A Child, the report of the Ontario Commission of Inquiry into the development of the young child (1981), contends:

> ...it is essential that principals should have a knowledge of Early Childhood Education. They should have a great imagination and far-reaching vision, with excellent communication skills, and with an appreciation of what teachers at that level are doing and must do. The practice that administrators are selected primarily for their administrative and business ability must be terminated. Schools are not there to be merely administered. They are there to promote learning while living. (p. 61)

The Report also states that all superintendents, principals, vice-principals, consultants and others who supervise or assist teachers of early childhood education, should possess appropriate experience or have appropriate early childhood qualifications (p. 59).

This would suggest, then, that an administrator, particularly a principal of a primary school, ought to be conversant with the stages of child development and the most developmentally appropriate learning practices for children. According to Trask (1972), this is not generally the case in Newfoundland. Superintendents in this province indicate that the most important professional qualification of elementary principalship candidates is a Bachelor's degree and additional graduate work in educational administration and that elementary teaching experience is essential. Although this seems to be the most recent research report on the requirements for those seeking principalship in Newfoundland schools, advertisements in newspapers indicate otherwise. Most school boards in this province now advertise for principals with: a masters degree in either educational administration, teaching, or curriculum and instruction, and at least five years administrative and teaching experience.

The Need for the Study

Since the early sixties, social conditions and values, as well as emerging research data, have acted as catalysts for change in early childhood education (Marriott, 1985; Graham, 1978). Bennett (1986) contends that the current trend toward critical examination of the educational system has recently included concerns about the quality of education provided in primary and elementary schools. Due to increased public demand for 'back to basics' and improved standardized test scores, many elementary schools have "narrowed the curriculum and adopted instructional approaches that are incompatible with current knowledge about how young children learn and develop" (p. 64). As a result, many educators favor rote learning of academic skills and do not place emphasis on an active, experiential learning environment where children learn in a meaningful context. Many primary children

who learn academic skills in this way are not learning to apply those skills in context and are not developing more complex thinking skills such as conceptualizing and problem solving.

If educators are to provide developmentally appropriate primary education, it is imperative that they understand the development that is typical for this age group and understand how primary school aged children learn. Bredekamp (1988) states:

> One of the most important premises of human development is that all domains of development - physical, social, emotional, and cognitive - are integrated. Development in one dimension influences and is influenced by development in other dimensions. (p.65)

Schools must not place more emphasis on one aspect of development than another (Popoff, 1987). According to Burton (1987), "the relevant principle of instruction is that teachers of young children must always be cognizant of the whole child" (p. 27).

Just as children's development is integrated, so too, is their learning. It would follow, then, that subjects in the primary school should also be integrated (Katz & Chard, 1989; Bredekamp, 1988; Children Learning, 1988; Popoff, 1987). Bredekamp (1988) reports that:

> The primary grades hold the potential for starting children on a course of lifetime learning. Whether schools achieve this potential for children is largely dependent on the degree to which teachers adopt principles of developmentally appropriate practice. (p. 68)

Change in primary education requires a cooperative effort by everyone involved in implementation - teachers, administrators, consultants, boards, ministries, faculties (Bredkamp, 1988). Changes in teaching techniques, programs, student enrollment and pre-school training are occurring constantly, making it imperative that principals of primary schools become knowledgeable of primary children, how they learn and what programs are developmentally appropriate for them.

Children Learning (1989), the Primary Curriculum Handbook for Newfoundland

and Labrador, states that the principal's main concerns should be children, teachers and the curriculum. In a study conducted by Bullen (1975), primary teachers in Newfoundland perceived the role of principal as the most important of the various supervisory roles within the school system in influencing or affecting their behavior with respect to the content, processes, and outcomes of their teaching. This same Primary Curriculum Handbook (1989) states that the principal, as educational leader, has the responsibility to provide a school environment conducive to learning. Such an environment should allow each student to develop at his own rate, to find satisfaction in constructive, cooperative endeavors, and to receive his greatest joys in personal creativity and resourcefulness (p. 2). The Handbook (1989) further states that:

> If the needs of children are to be addressed, adequate planning, cooperation and coordination will be required on the part of all those who are responsible for matters related to curriculum and instruction. It is only through such a concerted effort that quality education can be achieved and maintained. (p. ii)

With respect to primary education, none of the thirty school boards in Newfoundland and Labrador have written policies stating that principals of primary schools should have taught in primary classes or should have training in primary methods, but in a general sense they do indicate that educators of young children should provide them with the best quality education possible (Trask, 1972). In contrast to this situation, in Britain, headteachers or principals of primary schools must have been good primary teachers before being selected to the job (Allen, 1970; Cook, 1971; Mitchell, 1973; Blackie, 1974; [illegible] 1987). British headteachers are recruited from the teaching force. This has been seen by North American educators as one of the strengths of the British primary education system.

Research indicates that the primary school principal plays a number of important roles. The roles of manager and instructional leader, which include staff development, have implications for prerequisites to become a principal. The major questions related to these prerequisites are:

1. Should the principal be required to have taught in the primary school?

2. Should the principal be required to have knowledge of primary children and their development?
3. Should the principal be required to be knowledgeable about the most developmentally appropriate practices for primary children?

Purpose of the Study

The main purpose of this study was to determine the extent to which school principals are knowledgeable with respect to primary school aged children, their needs, and the kinds of school practices which are appropriate for them. The study examined the principal's role in promoting developmentally appropriate programs at the primary level, and the extent to which principals and primary teachers feel that principals of primary schools have adequate knowledge in these areas.

Research Questions

Specifically, the major research questions were:

1. What are the academic and professional qualifications of principals of primary schools
2. What are the academic and professional qualifications of teachers in primary schools
3. As part of their role, how much emphasis do principals of primary schools place on:
   a. administration
   b. instructional leadership and staff development
   c. coaching teachers in staff development strategies
4. What are the perceptions of principals of primary schools with respect to their:
   a. knowledge of primary children and their development
   b. understanding of appropriate learning practices for primary children

c. need to have frequent interaction with primary children in their school and particularly in classroom situations
d. need to have frequent formal and informal visits with primary teachers in their classroom
e. need to actively involve teachers in the planning of daily routines of staff and students
f. need to actively involve teachers in the coordination and planning of instructional programs
g. need to actively involve teachers in establishing goals and setting new directions

5. To what extent do principals of primary schools interact with their peers for the purpose of focusing on the needs of primary school children
6. To what extent do principals of primary schools interact with the parents of primary school children
7. To what extent do principals of primary schools promote pre-school programs for those children who will be starting kindergarten at their school the following year
8. According to primary teachers, to what extent do their principals place emphasis on the following, as part of their over-all role:
   a. the administrative components
   b. the instructional leadership and staff development components
   c. the coaching of teachers in staff development strategies
9. What are the perceptions of primary teachers with respect to:
   a. their principal's knowledge of primary children, and what is deemed appropriate learning practices for primary children
   b. their principal's knowledge and understanding of the theory and practice of primary education
   c. the extent to which their principals interact with primary students in their school and particularly in classroom situations
   d. their principal's formal and informal visits to their classrooms
   e. the extent to which their principals involve them in the planning of daily routines of staff and students

f. the extent to which their principals involve them in the coordination and planning of instructional programs
g. the extent to which their principals involve them in establishing goals and setting new directions for the school
h. their principal's interaction with other principals for the purpose of focusing on the needs of primary school children
i. their principal's interaction with parents of primary school children
j. their principal's involvement in pre-school programs for those children who will be starting kindergarten at their school the following year

Overview of Specific Questionnaire Items

Table 1 (page 8) presents an overview of specific questionnaire items as related to the research questions for both primary school principals and teachers. For each research question, the relevant items are given as they are found in principals' and teachers' questionnaires.

Table 1.

OVERVIEW OF SPECIFIC QUESTIONNAIRE ITEMS AS RELATED TO RESEARCH QUESTIONS.

Questionnaire Summary

Part I: Biographical Data

Research Question	Question Description	Principals' Questionnaire Items	Teachers' Questionnaire Items
1, 2	Quallifications	a - o	a - k

Part II: Practices within the Primary School

Research Question	Question Description	Principals' Questionnaire Items	Teachers' Questionnaire Items
3a, 8a	Emphasis by principal on administrative components	1, 2, 11, 14, 34, 51	1, 2, 11, 14, 34, 51
3b, 8b	Emphasis by principal on administrative leadership and staff development	6, 7, 31, 37, 38, 40	6, 7, 31, 37, 38, 40
3c, 8c	Coaching of teachers	8, 32, 33, 35, 36	8, 32, 33, 35, 36
4a, 9a	Knowledge of primary children and their development	9, 10, 18, 19, 21	9, 10, 18, 19, 21
4b, 9b	Principal's understanding of learning practices	3. 4, 5, 12, 13, 15 16, 17	3. 4, 5, 12, 13, 15 16, 17
4c, 9c	Frequent interaction with students	20, 35, 52	20, 35, 52
4d, 9d	Formal/informal visits to the classroom	20, 35, 36, 41	20, 35, 36, 41
4e, 9e	Involvement of teachers in planning activities for staff and students	25, 26, 44, 45	25, 26, 44, 45
4f, 9f	Involvement of teachers in planning and coordination of programs	27, 47	27, 47
4g, 9g	Involvement of teachers in establishing goals and new directions	46	46
5, 9h	Principal's interaction with other principals	39, 53, 54	39
6, 9i	Principal's interaction with parents	22, 23, 24, 28, 29 42, 43, 48, 49	22, 23, 24, 28, 29 42, 43, 48, 49
7, 9j	Promotion of pre-school programs	30, 50	30, 50

Definition of Terms

In the context of this study, the following definitions apply:

Early Childhood Education refers to the years from birth through age eight.

Primary School is a school which has kindergarten to grade three or any combination of these.

Elementary School is a school which has kindergarten to grade six.

All Grade School is a school which has kindergarten to level three.

Primary School Children are those children who are in primary school classes.

Primary School Teacher is a person who teaches kindergarten, grades one, two or three, or any combination of these grades and who does not hold an administrative position.

Headteacher is a principal of a British school.

Developmentally Appropriate Curriculum is one which matches children's age and developmental level and takes into account individual differences.

Coaching is job support to help teachers correctly apply skills learned in training.

Primary School Principals are those principals who have grades kindergarten, one, two, and three in their schools. These principals may also have all other grades from four to twelve or a combination of these.

Chapter 2

Review of Literature

Introduction

The literature review addresses the importance of early childhood education in the primary school, the type of curriculum that is considered to be developmentally appropriate for primary children, and the role of the primary school principal in implementing such a program. A contrasting view of the British primary headteacher and the North American primary school principal is also presented. A final section deals with certification of school principals in Canada, with a focus on the Newfoundland practice of hiring primary school principals.

In Britain, since the Education Act of 1870, primary schooling has been compulsory for children from five years of age. In North America, children are not required to attend school until they are at least six years of age. These primary school children are usually educated in one of several different kinds of school systems. They may go into a type of school which is exclusively for primary age children such as in the British primary school system. This is the case for some school systems in the United States and a smaller number in Canada, particularly in Newfoundland and Labrador.

For the school year 1989-90, there were twenty primary schools in Newfoundland with children enrolled from kindergarten to grade three (Education Statistics, 1990). Primary aged children may also attend elementary schools which have kindergarten to grade six, or all-grade schools which have from kindergarten to Level III. The pattern in this province and to a great extent in Canada, is for primary school children to attend an elementary school which serves children from kindergarten to grade six. There are currently 157 of these elementary schools in

Newfoundland (Education Statistics, 1990). Because the majority of primary children attend this type of school, it is important for the principal to have knowledge of primary children and the types of programs which are best suited to their needs. The report, Children and Their Primary Schools, published in England in 1967, resulting from the Royal Commission of Enquiry of the Central Advisory Council for Education, and conducted under the chairmanship of Lady Bridget Plowden, states that "at the heart of the educational process lies the child..." (p. 1). Rousseau, Frobel and Montessori considered the child as the focal point of their work (Thomas, 1985). Research conducted by Piaget also suggests that, to be effective, education must take into account the ways children naturally develop and learn (Dean, 1987).

The Importance of Quality Early Childhood Programs

Quality early childhood programs are an important part of the primary school's reason for existing. Given the principal's influential position in the school, the role of the primary school principal in promoting quality programs is considered in this study.

According to Dean (1987), "there is now a great deal of evidence to confirm the view that in any school the leadership largely determines the quality of what happens" (p.1). If this is the case, then it is very important for primary school administrators to be cognizant of what is involved in the development and learning potential of young children.

The value of early childhood education to children has been verified in numerous studies. For example, in 1962, Schweinhart and Weikart (1980) conducted a longtitudinal study of 123 disadvantaged children and the effects of compensatory early education. The children were divided into experimental and control groups. The experimental group was given a high quality early primary education program. When assessed at age 19, the benefits of quality early education were manifested in every area of their lives.

The University of Western Ontario, under the direction of Dr. Mary Wright, replicated Weikart's study. Three groups of children attended preschool at the university. These children represented high income/high ability, low income/average ability and low income/low ability. Growth in social competence, cognitive skills and problem solving strategies were assessed, and all groups made significant gains in all measures (Weikart, 1984).

Howarth (1987) reported that 14 different studies were conducted on the impact of quality early childhood education programs and the results showed significant improvement in all children's development. One such study by Rohter (1987), stated that between 1961 and 1970, 750 children in New York City public schools were given an enrichment program from age four to the end of grade three. In 1981, 400 of the study's subjects were traced and a random sample of 178 of these were chosen and interviewed. They ranged in ages from 19 to 21. It was found that as a group, these subjects were more confident, more successful at school, and more likely to achieve their potential than students in the control group. Quality early childhood education had altered the course of their lives.

Other studies reported by Howarth (1987) included Kagan's (1984), wherein he concluded "that children develop at different rates and that skill sets within each child develop at variable rates as well" (p. 6). Weininger (1979) and Labinowicz (1980) both reported that active play-based programs, which allow children to experiment, manipulate materials, problem-solve and test hypotheses, are best suited to young children. Bruner (1980) has shown that children learn from an environment where the adult/child ratio and group size are key to the quality of a child's play. Cazden (1981) also reported that there is a need for greater interaction between teacher and child "to talk, to develop language and to conceptualize one's own discoveries" (p. 6). This type of interaction is at the very core of successful play-based activity learning.

In 1975, the Ontario government outlined its curriculum policy in The Formative Years, a document which proclaimed that each person was important and that society had an obligation to provide everyone with an education that allowed them to reach

their full potential with confidence and with a certain degree of pleasure. To Herald A Child (1981), the report of the Ontario Commission of Inquiry into the education of the young child, states:

> The early years of childhood are the key to sound and joyful development of the self...all preparation for later learning begins in infancy and continues through the early years. (p. 18)

The Early Childhood Task Force of the National Association of State Boards of Education (NASBE), in the United States, released a report in October 1988, which focused on the crucial early years of education when children gain the essential skills, knowledge, and dispositions critical to later school success (Schultz & Lombardi, 1989). Two important recommendations of this report are: **a.** Early childhood units should be established in elementary schools to provide a new pedagogy for working with children ages four to eight; **b.** There should be a focal point for enhanced services to preschool children and their parents. Schultz and Lombardi (1989) also claim that:

> The goals of establishing an early childhood unit are to improve existing programs for children, preschool to third grade, and to plan for new high-quality preschool services. (p. 7)

They further claim that learning occurs best when there is a focus on the whole child; learning for children and adults is interactive; young children learn from concrete work and play, much of which is child initiated; and young children are profoundly influenced by their families and the surrounding community (Schultz & Lombardi, 1989).

Studies such as those cited have repeatedly shown that quality early childhood programs have an impact on the development of young children and on into their later lives. It is, therefore, of the utmost importance for principals and other educators of young children to be cognizant of the importance of quality early education.

The Primary School and Primary School Practices

The Primary Curriculum Handbook for Newfoundland and Labrador, Children Learning (1989), refers to the primary school as "a community of children" (p.1). In this community, children are challenged and given support so they can "grow in intellectual power, in physical skill, in social competence, in emotional stability, and in spiritual well-being" (p. 1). It is a place where children are viewed as unique and worthwhile individuals whose contributions should be accepted and valued. The report, To Herald A Child (1980), states that:

> ...the objectives of the primary grades are to facilitate the development of the whole child by providing concrete and active experiences compatible with his interests and capabilities, and to continue the learning environment of the Kindergarten years. (p. 25)

According to Popoff (1987), primary schools are unique places where young children are "offered richer resources and more appropriate instruction strictly devoted to their academic and social-emotional needs" (p. 32). Primary children do have special needs which require educational programs and settings that consider their unique learning styles and their level of development. Primary schools are also places which prepare children for the future. Dean (1987) wrote that we can only speculate about the kind of world today's children will encounter. No doubt it will be different from the present, requiring different skills. She also argued that there are basic requirements needed by all human beings. Some of these are curriculum-related and refer to socialization and personal development, while others refer to attitudinal development and preparation for the future. These basic requirements should be part of every primary school.

A child-centered approach, instead of the traditional teacher-centered approach to learning, is preferred in the primary school. This approach allows children to learn at their own rate through play-related activities (To Herald A Child, 1980; Children Learning, 1989; Dean, 1987; Popoff, 1987; Katz & Chard, 1989). The implementation of practices which address the child-centered approach in the primary school is currently being described as developmentally appropriate practice. A

developmentally appropriate program is one which focuses on the total child. The physical, social, emotional and intellectual aspects of development are not separate, and one should not be pushed ahead of the others. All are of equal importance for school success (Almy, 1975; Elkind, 1986; Bredekamp, 1988). For example, knowledge of the physical development of primary children should guarantee the provision of activities which incorporate a vast amount of gross motor skills and appropriate fine motor activities (Spodek, 1985). In the United States, the National Association for the Education of Young Children (NAEYC) has developed its own position paper to describe developmentally appropriate practices in the primary grades (Bredekamp, 1988). In this paper the association describes developmentally appropriate practice as that which matches children's age and developmental level and takes into account individual differences. According to Katz and Chard (1989),

> A developmentally appropriate curriculum for young children should address the full scope of their growing minds as they strive to make better sense of their experiences. It encourages them to pose questions, pursue puzzles, and increase their awareness of significant phenomena around them. (p. 3)

In their opinion, project work, which is an in-depth study of a particular topic, provides ample opportunity for children to "improve their understanding of the world around them and to strengthen their dispositions to go on learning" (p. 5). They are not suggesting that project work or theme development, as it is often called, should replace all current early childhood practices. Rather, it "should complement and enhance what young children learn from spontaneous play as well as from systematic instruction" (p. 5). It is the part of the curriculum that the teacher intentionally guides. Knowledge of social and emotional development should result in placing a high priority on developing a child's self-esteem, self control, and positive feelings toward learning, and should provide many opportunities to develop social skills. Emphasis should be placed on skills such as cooperating, helping, negotiating and talking out interpersonal relationship difficulties. Children should be allowed to make mistakes without fear. Conflicts are a part of learning, and not a bad thing (Almy, 1975). In order to learn how to live in society, children must learn how to handle different kinds of conflicts. According to Illich (1972):

> The child grows up in a world of things, surrounded by people who serve as models for skills and values. He finds peers who challenge him to argue, to

> cooperate, and to understand; and if the child is lucky, he is exposed to confrontation or criticism by an experienced elder who really cares. Things, models, peers, and elders are four resources each of which requires a different type of arrangement to ensure that everybody has ample access to it. (p. 109)

Knowledge of intellectual development should help educators design programs which would discourage isolated skill development. Instead, learning about math, language, reading, science, social sciences, art and other content areas, would be accomplished by integrating through meaningful activities. Children learn best by experiencing through action, not by memorization of facts (Biber, 1984; Katz & Chard, 1989).

The classroom environment for developmentally appropriate programs at the primary level should be arranged to facilitate activity and movement. Materials should be changed and combined, to increase levels of complexity, and to help children become more self-directed. Learning materials should encourage active participation through hands-on activity (Kamii, 1985; Powell, 1986), therefore a paper-and-pencil curriculum is inappropriate for very young children (Almy, 1975; Evans, 1984; Kamii, 1985; Holt, 1979; Katz & Chard, 1989). Provision should be made for children to interact with real objects in order to seek solutions to concrete problems (Kline, 1985; Evans, 1984). As a result, manipulative materials should be seen as essential components in all primary classrooms. Child-initiated activity should be central to any developmental program (Kamii, 1985; Biber, 1984; Sponseller, 1982; Katz & Chard, 1989). Children feel more successful when they succeed in an activity they have chosen themselves. However, children choose activities within a framework created by the teacher (Kamii, 1985; Forman & Kaden, 1986; Schickedanz, 1986). In other words, teachers provide a variety of activities and materials that are suitable for a certain age range of children. These materials, which vary in difficulty and interest, may include commercially prepared toys such as blocks, puzzles (from easy to more difficult), games (memory games, language and mathematical games), paints, and playdough, as well as teacher-made games, big books, collections of small manipulative objects for sorting or counting and dramatic play props. Through direct observation of children involved with these materials,

teachers can increase the difficulty, complexity, and challenge of an activity. As Katz and Chard (1989) relate: "the wide variety of tasks and activities typically provides a context in which children can manifest their dispositions to seek appropriate levels of challenge" (p. 13).

Play should be fundamental to children's learning, growth, and development. "Children's play is a primary vehicle for and indicator of their mental growth" (Fromberg, 1986). Through play, children progress along the developmental sequence "from the sensorimotor intelligence of infancy to pre-operational thought in the preschool years to the concrete operational thinking exhibited by primary children" (Fromberg, 1986). Children's play also serves important functions in their physical, emotional, and social development (Herron & Sutton-Smith, 1974). It should enable them to develop and clarify concepts, roles, and ideas by testing and evaluating them through use of open-ended materials and role play (Herron & Sutton-Smith, 1974; Johnson et al., 1987; Katz & Chard, 1989). Play, which can be child-initiated, child-directed, and teacher-supported, is an essential component of developmentally appropriate practice (Fein & Rivkin, 1986).

Movement is critical, not only for the development of large muscles, but for full integration of learning. Biber (1984) states that cognitive development has its base in movement. In a developmentally appropriate program, the teacher expands on the ideas and interests of children. It is not a lockstep method, but one that is constantly emerging. Teachers try to question rather than tell, thereby stretching children's thinking process towards the next cognitive level of development (Elkind, 1986; Gottfried, 1983; Veach, 1983).

Developmentally appropriate programs in the primary school, as can be seen, must be based on the children's needs and must allow for open-ended exploration, with much emphasis on listening to and observing children, as opposed to a total emphasis on isolated skill development. By carefully focusing on the child with the appropriate practices for that child, the curriculum is open to change and is flexible enough to provide for all children's needs (Bredekamp, 1988).

Role of the School Principal

According to Stevenson (1987), "the role of the school principal is greatly influenced by the perceptions and expectations of others as well as self-perception of the role" (p. 2). She points out that role confusion on the part of the principal often creates a "splintering of efforts and ambiguous expectations" (p. 2). Leithwood (1989) agrees that principals vary widely in how they perceive their role. He relates that research on principals' styles or patterns of practice have identified four different foci: "...an administration or plant manager focus; an interpersonal relations or climate focus; a program focus; and a student development focus" (p.2). Chase (1983) states that people need to know what is clearly expected of them if they are to perform well. Unfortunately for principals, many of the persons with whom they have contact have a wide variety of expectations of the role. Studies conducted by Laffey (1980) show that the principal is expected to be all things to all people, yet two common strands of expectations keep appearing: managerial role versus instructional leader role. However, 149 principals surveyed by Cooper (1989) in the United States, considered themselves to be instructional leaders as opposed to managers. These principals feel that:

> ...because they have defined themselves as learners as well as leaders, their mode of instructional leadership provides for learning and working with others - teachers, students, and parents - to improve instructional quality. (p. 16)

Cooper (1989) also reported that these principals realize it is their responsibility to create a strong school culture, which enables teachers to work together with them in redesigning the curriculum so that all students can benefit from it and learn. The instructional leadership must be a shared leadership.

Levine (1989) argues that principals are at the heart of school effectiveness. They are important as agents of change, and they cannot do it alone. "Working together, however, principals and teachers could set a constructive tone and engender increased respect for their profession" (p. 17). She also points out that the principal, who deals primarily with teachers, staff and parents, is also an adult developer for the following reasons:

1. Adults as well as children live and work in the school community.

Schools must be responsive to their learning and growing needs.

2. We now understand that adults, like children, continue to grow and change throughout their lifetime.
3. Just as the teacher must be a primary role model and support for children's learning in the classroom, the principal must be a primary model and support for adults in the school.
4. Principals must know about adults' growth to understand themselves as well as others.
5. We know that people learn and grow when the need comes from within. We gain new insights that lead to changed behavior only when we see the need for change in ourselves. Change will start with us.
6. Principals must attend to adult development because of the inextricable link between the growth of teachers and the development of students. When teachers stop growing, the learning of their students is hindered. (p. 17)

The principal plays a key role in the leadership and management of the school (Aquila and Galovic, 1988). As a person of authority, the principal cannot just step aside or be ignored. He can influence teacher behavior and can model effective ways to do so. A word or an action can sometimes promote or prevent innovation from happening within the school (Miller, 1977). As a result, the principal must "set a tone conducive to enabling people to give of their best" (Dean, 1987, p. 2). In order to "set" such a tone, Dean (1987) agrees with Levine (1989), that school principals are expected not only to manage the children but also to manage a sizable group of varied adults such as teachers, caretakers and cleaning staff, office staff, cafeteria workers as well as parents, district office staff, local community offices and many others. In addition, the principal is expected to be the curriculum leader in the school .

Regardless of the role expectations, the principal is the key person in any school (McDaniel, 1982). This person ought to be the catalyst and the facilitator for the teacher with respect to development, implementation and evaluation of the curriculum. Yet, it is well known among principals and teachers that much of the principal's time must be devoted to that of administrator or manager. As Morris et al.

(1984) so aptly put it:

> Through the years the principal has become the quintessential middle manager in education. This middle position is most evident in the principal's placement in the hierarchy of a school system, taking orders from the superintendent and headquarters staff, then relaying (and supposedly enforcing) these orders to department heads, teachers and students. (p. 3)

Down through the decades, the principal has been described as the "gate keeper" of change (Berman & McLaughlin, 1977), the "tone-setter", "the faculty-team principal" (Oliver, 1977, p. 348), and the "chief executive officer" (DeBlois, 1989), who is ultimately responsible and accountable for the school. Wood, Caldwell and Thompson (1986) assert that as the key leader in school-based improvement, the principal's primary role is to involve the school staff and any outside agencies (eg. parents, school board) to develop goals and plans for improvement. The principal has increased control over such areas as budget, staff selection, allocation of human and fiscal resources, as well as inservice training for the staff. Principals are supposed to be responsible for designing, implementing, and evaluating school improvement with their staff, and for ensuring that staff development programs are designed to achieve improvement goals.

"The leadership role of the principal is cited as one of the important factors or attributes of effective schools" (Hord and Thurber, 1987, p. 107). A growing body of literature affirms the image of the effective principal as making a difference in schools and facilitating school change and improvement (Leithwood, 1986; Spillane, 1989; Levine, 1989; Rutter, 1979; Mortimore, 1986; Cooper, 1989; Faidley and Musser, 1989; Johnson, 1987; Rosenholtz, 1989; Maeroff, 1989). For example, principals of such schools tend to be strong curriculum leaders, who establish high standards, frequently observe teachers and students in the classroom, and foster a positive learning environment. Successful school principals have always possessed the strong interpersonal skills necessary to create the kind of positive school climate that allows human emotions and energies to be channeled (Spillane, 1989). Today, however, effective school leadership consists of more than good interpersonal skills. It means knowing what is supposed to be happening in classrooms and, harder still,

knowing how to make it happen. Principals must be prepared to observe and evaluate teaching. Spillane (1989) argues that principals "must have sound, research-based tools to analyze teaching, the training to use those tools effectively, and the solid support of the school system" (p. 19).

Effective principals must be ethical. According to Calabrese (1989), ethical leadership is the moral component of instructional leadership and is an integral part of effective schools. This type of leadership is concerned with fairness, equity, commitment, responsibility, and obligation. He further claims:

> ...the principal's actions should be governed by traditional ethical guidelines and integrated with the values of a democratic society. In effect, ethical guidelines include respect for all members of society, tolerance for divergent opinions and cultures, equality of persons, and equal distribution of resources. (p. 16)

Calabrese (1989) believes principals can avoid violations of trust and exercise ethical leadership by focusing on the following ten guidelines:

1. Develop a vision consistent with sound educational philosophy.
2. Apply strong moral leadership.
3. Condemn discriminatory practices.
4. View effective teaching as a duty.
5. Build community.
6. Balance the rights of all groups.
7. Realize that right issues are not always popular issues.
8. Base decision making on what is right for the members of the school community.
9. Make moral courage an integral part of the principal's role.
10. Communicate ethical behavior, integrity, and moral action. (p. 16-19)

Calabrese (1989) believes also that "ethical leadership is synonymous with effective schools" (p. 19). Ethical principals make sure that: school funds are used correctly; people are treated fairly; teachers teach effectively; coaches teach their students to play fairly; the curriculum evolves to meet societal needs; students are held accountable; and parents are incorporated into the school process.

A study of junior schools in Britain, The ILEA Junior School Project (Mortimore, 1986), identified twelve factors associated with a school which is effective not only in terms of children's achievement, but also in terms of their overall development. Among these, the following relate specifically to the leadership role of the head and deputy head: purposeful leadership by the head; the involvement of the deputy head and the extent to which the deputy enjoys delegated responsibilities; and the involvement of teachers in the curriculum planning and the overall life of the school. A survey by Rutherford (1985) in the United States gives five essential qualities of effective principals as being the following: vision, translating the vision, a supportive environment, monitoring, and intervening. Results of a study by Mangieri and Arnn (1985) show that principals who are actively involved in instructional supervision, evaluation of teacher performance, and curriculum development, go hand in hand with quality schools. Findings from other studies concur with this view. For example, research, conducted by Aieta et al. (1988) led them to conclude that:

> The most effective principals are academic leaders as well as political leaders. They read books, are up on the latest research, attend conferences, keep abreast of current educational issues, and model as well as prescribe learning. The principal must be the head learner of a school. (p. 18)

Spillane (1989) argues that "effective instructional leaders must be knowledgeable and skilled enough to know why certain teaching is poor and how to make it better" (p. 20). They must also know how to recognize exceptional teaching that deserves special recognition. In many cases, principals need in-service directed toward leadership development and education. They must be given a chance to improve their skills. According to Miller (1977):

> ... renewal and re-education are necessary in order for staff members to meet new challenges and keep up with new developments. Administrators are among the least likely to change jobs, therefore, if we are to bring about the changes required, those in present administrative positions must be the ones to do it. They will require effective educational as well as training experiences. (p. 31)

It is obvious that more resources must be directed toward leadership development and education, especially in the area of instructional leadership.

In small schools, the leadership of the principal may be sufficient to influence the whole school, but larger schools also need good leadership. The overall quality of learning which children gain from schooling depends upon the ability of the principal to delegate and the ability of other teachers to lead their colleagues (Dean, 1987; Sarason, 1982). Rosenholtz (1989) states that instructionally successful schools have strong administrators who consider teaching as a collective rather than an individual enterprise. Maeroff (1989) agrees that "ideally, collegiality leads to teachers and administrators working together, as partners, sharing power" (p. 8). Such administrators encourage teachers to seek and to offer assistance. Elementary teachers from collaborative schools, who were interviewed by Rosenholtz (1989), described their leaders as "those who initiated new programs, tried new ideas, motivated others to experiment, and brainstormed solutions to teaching problems with those experiencing difficulty" (p. 430).

As Dean (1987) and Sikes (1989) point out, principals can have an important influence on school life through the kind of management strategies they use and by the values and beliefs their actions encourage. Involving teachers in the tasks of management, for example, will result in support by colleagues, who will see many of the decisions reached as their own. Faidley and Musser (1989) agree that striving for the highest quality education for students involves the active participation of principals and teachers working together. They also state that:

> Excellence will never result from leadership that is unwilling to break new ground. It will never come from simply reworking the old to provide a perception of the new. It will come, however, with a commitment to true leadership and with the insight bound up in the collective minds of everyone concerned. (p. 13)

The principal is a member of the staff and should be in daily contact with the teachers. In this way, the principal becomes actively involved in the daily activities of the school. Featherstone (1971) states that "...the most important advisory figure in most British schools is the headteacher" (p. 44). These headteachers see themselves as supporters and catalysts for the continued growth of their teaching staff. In fact, in Britain, head teachers in primary schools are not normally appointed as heads unless

they have demonstrated good classroom teaching at that level. Guthrie (1989), Sarason (1982) and Thomson (1989) support the claim that without first-hand knowledge of the issues and demands of teaching, principals lack credibility with the staff under their supervision. Teaching experience is a must for principals. Thomson (1989) reports that principals rely significantly on teaching experience in five major areas: employing teachers, supervising instruction, leading and managing teachers, understanding and working with students, and conferring with parents. He further states that teaching experience strengthens the competence as well as the credibility of principals. Both these qualities are essential to effective instructional school leadership.

Cooper's (1989) study of the principal as instructional leader makes the following claims relevant to all school principals:

1. Effective instructional leaders are actively involved in a wide range of professional development activities, with a focus on some aspect of instructional leadership. For example, these principals read a wide variety of professional magazines and journals; attend conferences and workshops; take university or college courses once every three years; and make one or two presentations a year to teachers and administrators.
2. Effective instructional leaders learn a great deal from their on-the-job experiences which enables them to cope with a variety of situations. However, the most meaningful experiences are those which involve working with teachers, maintaining close contact with students, and addressing curricular and instructional problems. It is important to be visible to the students and to be aware of student concerns.
3. Effective instructional leaders are eager, critical learners who have invested a great deal of time in formal academic training. (p. 18)

After reviewing numerous studies, Stevenson (1987) presented a set of behaviors that have become associated with effective instructional leadership in schools. A representative sample of her findings includes active involvement in:

1. the daily routines of teachers and students. This is accomplished by frequent, informal visits to classrooms and elsewhere throughout the school.

2. the coordination and planning related to instructional programs and involving teachers in the process.
3. establishing goals and setting new directions for their organization.
4. providing support and motivation for teachers, both as individuals and as a group within the building. This is accomplished through frequent communication with teachers and by giving advice on individual instructional concerns, as well as by developing, providing, and participating in inservice which focuses on curriculum and instruction.
5. communicating an emphasis on instruction and student achievement through a commitment to quality and a willingness to set high standards and expectations for teachers and students.
6. establishing and maintaining a healthy learning environment free from disruption.
7. allocating and obtaining resources by getting the most for the dollar available and reaching beyond in a resourceful manner.
8. developing and renewing skills and creating a base of information. This is accomplished by keeping up to date on research as well as the practice of teaching and learning, and to be interested in curriculum and instructional matters.
9. acting as change agents by pursuing, initiating, and stimulating instructional change. (p. 94)

Staff development has become a very important issue in education (Keirnes-Young, 1986). Doll (1982) views it as "education on the job as educators seek to improve the curriculum" (p. 398). The goal of all curriculum improvement activity is to improve experiences for teachers and therefore, for students. Planned, organized in-service education or staff development is a conscious attempt to help school personnel improve their experiences, with the expectation that they will help to improve children's experiences. Doll (1982) states that:

> In-service education must begin with perception, kindle the freedom and the lust to change, then provide a method and support, and end in the confirmation of newborn habits. In this form, professional growth becomes self-transcendence. (p. 400)

Staff development programs can provide the launching pad for further study and planning of the curriculum because "effective in-service programs contribute what a thriving curriculum improvement program needs: a cadre of interested, motivated teachers and insightful, prepared leaders" (Doll, 1982, p. 405). The role of the principal in staff development is an important one. According to Leithwood (1989), most principals claim they are not capable of fostering teacher development. He reports that principals have "an unclear image of what teacher development looks like and uncertainty about just how a principal might foster such development, given the demands of their job" (p. 2). In order to initiate any kind of staff development process, the principal must give careful consideration to the teachers on staff, be well researched on effective teaching and staff development practices, and be aware of behaviors, student management, classroom instruction, teaching styles, and learner behaviors (Edwards and Barnes, 1985).

Approaches to staff development depend on the needs, resources and goals of a particular school. For these reasons, the ideal model for staff development has not been designed. Joyce and Showers (1980) conclude, however, that the most effective training activities include a study of the theory underlying the method; observation of the method as demonstrated by "experts"; practice of the method (in protected situations) with feedback; and coaching in the real teaching situation (p. 350). Joyce, Hersh, and McKibbon (1983) have identified the following five components of a professional development program: presentation of theory; modeling or demonstration; practice under simulated conditions; structured feedback; and coaching for application.

Research findings compiled by Glickman (1986) indicate that successful staff development training includes the following activities:

1. Lecture and explanation
2. Demonstration
3. Role playing and feedback
4. Classroom trial and feedback
5. Peer discussion (with possible peer observation). (p. 14)

Burrello and Orbaugh (1982) summarized a number of characteristics of an effective professional development program: in-service education programs should be designed so that programs are integrated into and supported by the organization within which they function, result in collaborative programs, be grounded in the needs of the participants, be responsive to changing needs, be accessible, and be evaluated over time, and be compatible with the underlying philosophy and approach of the district (p. 385-386).

Levine and Jacobs (1986) also support staff development as a collaborative effort. They advocate that:

> Teachers and principals who isolate themselves in classrooms and offices deny themselves the benefit of the social interaction which is fundamental to learning and growth... If staff development is to become effective, participants must feel ownership of the process and its outcomes. When teachers and administrators have determined their own directions for change, the change is more likely to be sustained. (p. 17)

It is important for school principals to participate in staff development activities as colleagues rather than leaders. This allows them to demonstrate the importance of such activities and allows them to interact with teachers in non-threatening situations (Dodd & Rosenbaum, 1986).

Joyce & Showers (1982) define coaching as "in-class follow-up by a supportive advisor who helps a teacher correctly apply skills learned in training" (p. 45). Neubert and Bratton (1987) state that coaching is "the provision of on-site, personal support and technical assistance for teachers" (p. 32). Coaching has several purposes. First, it helps to build "communities of teachers who continuously engage in the study of their craft" (Showers, 1985). Second, it develops a shared language and a set of common understandings necessary for studying new curriculum materials. Third, coaching provides a "structure for the follow-up to training that is essential for acquiring new teaching skills and strategies" (Showers, 1985). Coaching is identified by Joyce, Hersh, and McKibbon (1983), as one of five important components of a professional development program. According to Seller (1988),

coaching provides support by teachers to teachers and by principals to teachers on a continuing basis as they attempt to incorporate changes into their classroom practice. Assistance is also provided to teachers based on their specific needs in addressing their individual problems. The individuality of the teacher as a learner at a particular stage of development is recognized in this approach.

Research on teacher training, curriculum implementation, and curriculum reform, cited by Showers (1985), reports that coaching is not applicable in all situations. Skills and strategies that are foreign to the teacher's existing schema will not transfer in a coaching situation. Coaching, according to Showers (1985), is apparently most appropriate:

> ...when teachers wish to acquire unique configurations of teaching patterns and to transfer strategies that require new ways of thinking about learning objectives and the processes by which students achieve them. (p. 46)

Coaching requires strong leadership from principals. In order to implement a coaching program, they must acquire a working knowledge of it and must set clear and measurable objectives for the staff. Careful monitoring of the program is also needed (Showers, 1985; Garmston, 1987; Seller, 1988). Principals must also examine their priorities for staff development. Once in place, coaching becomes a continuous process requiring intensive training. It is not something to discuss lightly at a staff meeting and then expect teachers to carry on from there. Like any new program, it needs the active and continued support and involvement of the principal.

The Headship in Britain

In Britain, primary head teachers are usually chosen from the teaching community. In most instances, one cannot become a primary head teacher unless one has been shown to be a competent primary school teacher. Unlike the North American situation, it is interesting to note that a significant proportion of primary school heads are in fact male. Sikes (1989) concludes that after 5 or 6 years of teaching, many females temporarily leave teaching to raise a family, thus leaving open the positions of headship to senior teachers, who are most often male.

The headteacher has a very responsible role in the primary school. According to Blackie (1967), this person is the dominating influence in the school. Blackie also states that "an imaginative and gifted Head can transform a school despite a fairly mediocre staff" (p. 42). The head's attitude toward the staff, the children, the parents, and the work is the overriding factor that makes the school and determines its reputation. The head is responsible for the administration of the school, coordinates the work of teachers and support staff and accepts responsibility for its quality, ensures the smooth running of the school, and attends to any problems concerning the building, equipment, staff, parents and children (Mitchell, 1973). In Britain, according to a survey conducted by Cook and Mack (1971), headteachers believe that:

> ...they bear the responsibility not only for the administration of their schools, but for the development of a definable philosophy in terms of which staff and children also function. (p. 8)

These same headteachers see their role as educational specialists whose task is to shape what will work educationally, rather than primarily administratively. Their focus should be on the individual as opposed to procedures. Cook and Mack (1971) argue that:

> ...a larger proportion of a head's time should be spent working in the classroom alongside of the teachers, or his being there enough to know what's going on, and to help the teachers with the children. This is, and should be, the main function of the head. (p. 78)

Headteachers included in their study felt that:

> ...to have taught for a substantial period of time is really a prerequisite for becoming a head, if the head is going to be of use to teachers and children. (p. 9)

An important point raised also is that the headteacher should continue to keep up with current trends in education in order to best support teachers and children.

In Managing the Primary School (1987), Dean stresses the importance of leadership and goes so far as to say that leadership determines the quality of what is happening in the school. She further believes that it is unusual to find quality work in a school unless the headteacher is giving appropriate leadership. In describing the role of the headteacher in the primary school system, Dean states that:

> Headteachers of primary schools are expected not only to manage the children in the school but also to manage a sizable group of very varied adults, including not only the teachers, but the caretaker staff, not to mention governors, parents, neighbours of the school, the local education office, the support services and many more. The head is also expected to lead the curriculum thinking and ensure that there is an organization which allows all the children in the school to achieve their potential. (p. 3)

Dean (1987) also describes a 1982 study of British primary schools conducted by Persell and Cookson. This study gives a summary of forms of behavior which were found to be frequently displayed by good headteachers. They included: demonstrating a commitment to academic goals; creating a climate of high expectations; functioning as an instructional leader; taking the lead over matters concerning children's learning and interesting himself in teaching strategies and in the curriculum; being a forceful and dynamic leader; consulting effectively with others; involving teachers and listening to their points of view; and being open to suggestions, but always remaining in control of the situation.

Southworth (1988), in an article entitled "Looking at Leadership: English Primary School Headteachers at Work", suggests that primary headteachers in Britain spend a lot of time involving themselves with the staff. They encourage and praise their colleagues. They teach classes and demonstrate their skill as teachers. They

provide strong leadership but also involve the staff in decision-making. In fact, the head is both leader and a member of the staff.

In Primary School Management, Jones (1980) enumerates what he sees as jobs of the primary school headteacher in Britain. Those jobs include: management of the school, consulting and visiting other schools and educational institutions, keeping the staff as fully informed as possible, creating good home and school relationships, and acting as an advisory to parents and local public. Jones contends that the success of the school will not be judged by the number of hours the headteacher spends in the classroom but by the overall style and well-being of those who occupy the school.

In summary, then, the literature suggests quite clearly that the British primary school headteacher is much more suited and qualified for his/her role than is generally the case in the North American system. This comes about largely because of the headteacher's background, having been a primary school teacher, and then being in very close contact with the staff and students as well as working with teachers in the planning and implementing of the curriculum. Unlike the Newfoundland situation, British schools have not had, until recently, a prescribed curriculum. On the contrary, they have had a great deal of autonomy in developing their own curricula. Even allowing for the introduction in the autumn of 1989 of a national core curriculum in certain basic skills subjects, headteachers and their staffs, especially at the primary school level, still have a great deal of autonomy in the selection of materials and the implementation of the program, and in deciding much of the rest of the curriculum. This is in contrast to what is generally the case in North America and specifically the case in the Newfoundland school system. Schools in Newfoundland have a prescribed Program of Studies for each grade, which is sent out to schools each year by the department of education. Is it fair to say, however, that in recent years much curriculum development occurs at the school level, and this is encouraged and supported by the Department of Education.

The Principal in North America

Principals have multiple and complex roles. Current literature, according to Montgomerie et al. (1988), "focuses on the principal as an instructional, and ideally, symbolic leader" (p. 109). Technical management and humanistic skills are also expected. Results of a study by Hay (1980), of Ontario school administrators, showed that principals of the 80's need the following five competiences: the ability to manage; skill in human relations; knowledge in setting objectives for curriculum development; skill in the supervision and evaluation of program and personnel; and an understanding of legal rights and responsibilities. Hay (1980) is concerned that according to unanimous opinion, the primary task of today's principal is management and this kind of competence has replaced skill in teaching as the major requirement for fulfilling the role. Stronge (1988), also confirmed this position. In an on-the-job allocation study, 43 principals (32 from elementary K-8) were asked to list typical jobs they performed during the day. Results showed that the principal's role is primarily administrative generalist.

Research by Johnson and Snyder (1988), however, showed that principals have shifted from an emphasis on just administering policy to a focus on leading instructional improvement efforts. Blase (1987) also stressed the importance of leadership competencies related to working with people, in contrast to administering competencies such as scheduling, bookkeeping, budgeting and so on. The move toward more involvement at the curriculum level and less at the management level has also been noted by Hager and Scarr (1983), who suggest that the principal of the future will not be managing a set program, but will be working with the community, staff, and students in identifying needs, establishing high expectations, and developing, executing, and evaluating programs.

Thomson (1988) claims that "leaders influence the quality and the direction of institutions, including schools" (p. 46). To be effective, a successful principal must have knowledge of management, leadership and of schooling. He posed the

following questions:

> If principals have not taught through the entire cycle of the school year from September to June, living daily with students, fellow teachers, counselors, and parents, how can they understand the central task of the school - classroom instruction - or the context of achieving this task? If the person charged with leadership fails to grasp the environment in which the school functions month by month, how can this leadership be exercised? (p. 40-41)

Thomson (1988) is not advocating that principals must teach a variety of subjects such as music, math or science. He does, however, feel that principals should "interact sufficiently as teaching colleagues to understand professional circumstances so that as leaders they and the faculty can communicate effectively" (p. 41). To provide effective leadership, principals must understand schooling and the school environment. Schlesinger (1988) and Pinkey (1987) also feel the principal should spend a period of time in the classroom. Pinkney (1987) writes:

> It is not necessary to have majored in mathematics, science, or English to provide instructional leadership through classroom visits, teacher observations, or teacher evaluations. Without such activities, teachers become frustrated and instructional programs often lose their effectiveness. (p. 131)

A principal, according to Smythe (1980), needs considerable technical skill. He or she does not need to have as much specialized academic knowledge as the classroom teacher, but should be expert in pedagogical practice, curriculum planning, analysis of learning processes, and program implementation. Good support services, such as secretarial help, resource people from district office, department heads at the school level, and Department of Education, can help the principal obtain information in specialized areas.

Research conducted in the United States by the National Association of Secondary School Principals (NASSP) in 1978, on 60 effective principals, concluded that if the principal as leader devoted time and attention to the educational program, then the faculty and students took notice and the quality of schooling improved. A further study by Bredeson (1987), on the interpersonal communication skills of principals, indicates that the principal should be able to communicate effectively as

well as have the ability and willingness to listen to others. Lambert (1988) claims that communication patterns such as modeling, questioning, interviewing, interaction patterns, information processing, feedback, common language, consensus planning, and facilitation are very important in creating an effective school climate. Marsho (1988) maintains that leaders must be learners. In the past, principals were shown to be knowers instead of learners. "...the most powerful reason for principals to be learners comes from the extraordinary influence of modeling behavior" (Marsho, 1988, p. 30). This modeling conveys the message that learning is continuous, visible, and exciting. The school is a community of learners with the principal as the head learner.

According to Bryce (1983), the role of the elementary school principal should be that of leader of the educational organization and he/she should be formally trained for that role. Such training is particularly important with respect to the primary school. Given that the principal of a primary school is generally not qualified in primary education, his training in administration needs to be coupled with training in the area of theory and practice in primary education. He must be a constant learner. Initial training must be followed by strong professional development in-service opportunities. For this to occur, school boards must exert strong leadership in this area.

Certification of School Principals in Canada

With respect to certification of Canadian school principals, there seems to be no common approach or set of requirements. Rather, they vary from province to province. In 1983, The Canadian School Executive, a Canadian magazine for educators under the supervision of Lam, conducted a survey across Canada to determine which provinces or territories have special certification procedures for principals. At that time, only Ontario and New Brunswick had clearly defined requirements for a principal's certificate. Newfoundland reported that no special certificate was required. Trask's (1972) analysis of Newfoundland district superintendents' perferences of elementary principalship candidates' professional

qualifications suggested that:

> The most important professional qualification of principalship candidates is the Bachelor's degree and additional graduate work in educational administration. The superintendents who had the highest number of years of administrative and supervisory experience tended to prefer a higher professional qualification of principalship candidates. (p. 105)

In this same study, Trask found the following factors, given in order of importance, as being those considered by superintendents in their selection of elementary school principals:

1. A Bachelor's degree and additional graduate work in educational administration,
2. Elementary teaching experience,
3. Four to six years of full-time teaching experience,
4. Emotional stability,
5. A sound philosophy of education,
6. Self-control,
7. Patience,
8. Poise,
9. No use of drugs, non-medicinally,
10. Proficiency in public speaking,
11. Formal administrative training,
12. District membership,
13. Belief in the importance of children,
14. Willingness to seek solutions with an open mind,
15. Ability to evaluate teacher effectiveness, and
16. A general sense of responsibility. (p. 89)

It should be noted, however, that in a minority of cases, school superintendents are currently hiring for primary schools, principals who have some background in primary education.

Summary

A survey of the literature reveals that quality early childhood programs have an impact on the development and later lives of young children. The literature also stresses the importance of having as educators of young children, those with knowledge of children and their development, and of what constitutes quality schooling for these children. The research supports the claim that knowledge of what is developmentally appropriate for young children is important for primary school principals. This includes finding out about the most current knowledge of teaching and learning as derived from theory, research, and practice, as well as providing a child-centered environment for primary age children. Such an environment must be based on children's needs and must allow for open-ended exploration. There must be emphasis on listening to and observing children instead of a total emphasis on isolated skill development.

In the implementation of developmentally appropriate practices in the primary school, the principal is considered to be the most important figure. The principal plays a key role in the leadership and management of the school and this key role has several dimensions. As a promoter of effective schools, the principal should possess strong interpersonal skills necessary to create the kind of positive school climate that allows human emotions and energies to be channeled, facilitate change, and promote improvements whenever possible. As instructional leader, the principal should be knowledgeable and skilled in teaching practices, be actively involved in a wide range of professional development activities, set goals, initiate new programs, encourage teachers to try new ideas, motivate others to experiment, and help teachers brainstorm possible solutions to teaching problems. As staff developer, the principal should give careful consideration to the teachers on staff; be well researched on effective teaching and staff development practices, which includes coaching of teachers; be aware of various types of student and teacher behaviors, student management procedures, classroom instruction procedures, teaching styles, and learner behaviors. As manager, the principal should see to the daily running of the school. An efficient, well-run school is important and must remain so.

The literature reveals a contrasting view of British primary headteachers and the

North American primary school principal. Suitability for the job of the British Primary Head, which requires a background in primary teaching, is in contrast with the North American context. Certification of school principals in Canada, with a focus on the Newfoundland practice of hiring primary school principals, shows that the recruitment, selection and induction procedures are left up to individual school boards. Newfoundland has no special certificate with clearly defined requirements for principals.

The literature has focused on the uniqueness of the primary school aged child, the type of curriculum that is considered to be developmentally appropriate in the primary grades, and the role of the primary school principal as a team member who involves the staff in collaborative problem-solving to promote school improvement which results in a safe, orderly, and effective environment for learning.

Chapter 3

Methodology

Introduction

This chapter provides a description of the research methodology used in this study, includes descriptions of the population studied, the instruments used, the method and purpose of the pilot study, and descriptions of the techniques employed to collect and analyze data.

In order to obtain information pertaining to the role of the primary school principal in professional development in the province of Newfoundland and Labrador, a field survey was conducted using questionnaires. A field study is used to determine the current state of a particular process in the field of education. This study attempted to determine:

1. a. the qualifications of principals of primary schools and particularly those qualifications that relate to primary education.
   b. the attitudes of those principals with respect to their own knowledge of primary children, their development, and the most developmentally appropriate learning practices for that age group.
   c. the role of the primary school principal as perceived by those principals.
2. a. the degree of importance which primary teachers place on having principals who are conversant with child development and developmentally appropriate practices for primary school children.
   b. teachers' views with respect to the extent to which their principals are knowledgeable in these two areas, and how this generally affects the principal's and teacher's role in the school.

Pilot Study

A pilot study was conducted during the second week of January, 1990, to ensure validity and reliability of the questionnaires. Three primary/elementary schools were selected consisting of three principals and twenty-one primary teachers. The principals of these schools granted permission by telephone and the instruments were delivered to the schools. Questionnaire packages consisted of an introductory letter, an envelope for each questionnaire, and a larger envelope to hold all completed questionnaires. The participants of the pilot study were requested to complete the questionnaires as well as examine them for clarity, readability, and format, and subsequent changes were effected as a result of this imput. All questionnaires were completed and placed in the envelopes by the respondents, and picked up by the researcher by January 12, 1990.

On January 17, 1990, an analysis was conducted on the questionnaires to determine whether or not the items were valid. Two items received a negative correlation and were deleted. All other items had a high alpha reading and were deemed suitable for the purpose of this study.

Procedure

The population sample for the survey consisted originally of 100 primary school principals and 501 primary school teachers who work in schools under the leadership of those principals. The schools were selected from 5 school boards in the province of Newfoundland. These school boards were not randomly selected but were chosen on the basis of their willingness to participate in the survey, being accessible to the researcher, and fulfilling the need to constitute a sample which would represent each of the denominational school systems in the province. On January 22, 1990, a letter (Appendix A) and a copy of the questionnaires (Appendix B) were sent to the superintendents of those 5 school boards, asking for permission to conduct the survey. After permission was granted, questionnaire packages were forwarded to the school

boards for distribution to all primary school principals and primary teachers. Each package contained a principal's questionnaire with a covering letter (Appendix C) and self-addressed, stamped envelope and the appropriate number of teacher's questionnaires with covering letters (Appendix D) and self-addressed, stamped envelopes. Principals and teachers were asked to complete the questionnaire, seal it in the envelope and return to the researcher by March 9, 1990. A reminder (Appendix E) was sent to each school two weeks after the questionnaires had been sent out.

The questionnaires were comprised of two parts:

(1) Biographical data

(2) Information relative to practices within the primary school

These questionnaires were administered to both principals and teachers and focused on the following areas:

1. their views on the importance of primary principals having knowledge of primary children and the best methods of teaching them;
2. their perceptions of the need for primary principals to acquire current knowledge of primary children and their education;
3. their views on primary principals or candidates for principalship having knowledge of primary education;
4. their views on primary principals or candidates for principalship being required to pursue graduate studies in curriculum development with a concentration in the area of early childhood education.

Data Analysis

The questionnaire data were analysed using the Statistical Package for the Social Sciences (SPSS-X). This is a comprehensive set of programs which can be used to manage, analyze and display data. It can take information from a variety of sources and turn it into the form of tabulated reports and plots of distribution by using a wide variety of statistical procedures. For this study, a one-way analysis of variance was employed to determine significant differences in the mean responses of principal and

teacher subgroups (e.g. age, sex, teaching experience, type of school, grades taught). Whenever the F-Ratio indicated significant differences at or below the .05 level on variables which had been divided into more than two groups, a Student-Newman-Keuls test was run to determine where the differences lay. For example, age has many possibilities, whereas a variable like sex has only two. If there is a significant difference, this test tells exactly where the significance lies. Average mean scores were then utilized to establish any trends and patterns existing within principal and teacher subgroups.

Chapter 4

Analysis of Data

Introduction

This chapter presents an analysis of the data collected by two questionnaires. One, administered to primary school principals, investigated the principals perceptions of their role. The second, administered to primary school teachers, investigated their perceptions of the principal's role.

The questionnaires have two parts (Appendix B):

1. Biographical data of principals and teachers.
2. Information relative to practices within the primary school.

They sought the following information:

1. qualifications of teachers and principals
2. administrative, curriculum, and leadership components of the principal's role
3. principals' understanding of primary school children and primary school practices
4. principals' interaction with students, teachers, peers and parents.

The questionnaires were distributed to a sample of 100 school principals whose schools have primary grades kindergarten to three and 501 primary school teachers who work in schools under the leadership of those principals. Fifty nine, or 59%, of the principals' questionnaires, and 226, or 45%, of the teachers' questionnaires, were completed and returned. The findings are presented in tabular and discussion formats.

Part I: Biographical Data

Items **a-o** of the principal's questionnaire and Items **a-k** of the teacher's questionnaire refer to the biographical data of the respondents. In order to facilitate discussion of this set of responses, the sequence of items presented in the questionnaires has been altered. The responses to these items are presented in **Tables 2-18**, and are discussed on an item-by-item basis.

It should be noted that the total number of responses in some of the tables is fewer than the total number of completed questionnaires. This is due to the fact that not all respondents completed every item on the questionnaire.

Sex. Table 2 indicates that of the 100 principals surveyed, 59 returned their completed questionnaire and 226 of the 501 teachers surveyed returned them. Of the 59 principals, 41, or 69.5%, are male, and 18, or 30.5%, are female. Of the 226 teachers, 221, or 97.8%, are female and 5, or 2.2%, are male.

Table 2
DISTRIBUTION OF PRINCIPALS AND TEACHERS BY SEX

Sex	Principals	Percent	Teachers	Percent
Male	41	69.5	5	2.2
Female	18	30.5	221	97.8
Total	59	100.0	226	100.0

Age. The distribution of principals and teachers by age is depicted in Table 3. The majority of respondents (45.8% of principals and 53.5% of teachers) are between 36-45 years of age, with the next group (23.5%) between 26-35 years of age. These results are consistent with findings which show that the 1989-1990 median age for Newfoundland and Labrador teachers is 39.0 years (Press, 1990).

Table 3

DISTRIBUTION OF PRINCIPALS AND TEACHERS BY AGE

Age	Principal Male/Female		Percent	Teacher Male/Female		Percent
25 and under	-	-	-	-	17	7.5
26-35	12	3	25.4	1	52	23.5
36-45	21	6	45.8	3	118	53.5
46-55	8	9	28.8	1	30	13.7
Over 55	-	-	-	-	4	1.8
Total	41	18	100.0	5	221	100.0

Teaching Experience. Table 4 indicates that the largest proportion of respondents from both groups (40.7% of principals and 42.9% of teachers) have taught between 16-25 years. This implies that teachers are staying in the profession and few new teachers are being employed. The fact that only 2.7% of the teacher sample have 1 year or less of experience is further evidence of this.

Table 4

DISTRIBUTION OF PRINCIPALS AND TEACHERS BY TEACHING EXPERIENCE

Teaching Experience	Principals	Percent	Teachers	Percent
1 year or less	-	-	6	2.7
2-5	2	3.4	27	11.9
6-10	7	11.9	29	12.8
11-15	13	22.0	37	16.4
16-25	24	40.7	97	42.9
More than 25	13	22.0	30	13.3
Total	59	100.0	226	100.0

Administrative Experience. The distribution of principals by administrative experience in a primary/elementary school and secondary school is presented in Table 5. Almost half (47.4%) have served between 2-10 years as a primary/elementary principal.

Table 5

DISTRIBUTION OF PRINCIPALS BY YEARS SPENT AS A PRINCIPAL

Experience	Primary/ Elementary School	Percent	Secondary School	Percent
1 year or less	9	15.3	38	64.4
2-5	14	23.7	3	5.1
6-10	14	23.7	5	8.5
11-15	10	16.9	1	1.7
16-25	11	18.6	-	-
More than 25	1	1.7	-	-
Missing			12	20.3
Total	59	100.0	47	100.0

Educational Specialization. Only 11.9% of all principals surveyed are trained in primary methods and these are all female administrators (Table 6). The findings suggest that school boards included in this survey have hired principals whose academic training is in elementary methods (49.2%) for primary/elementary schools, but there is also a higher percentage (39.0%) of principals in primary/elementary schools who are qualified at the high school level.

Table 6

DISTRIBUTION OF PRINCIPALS BY EDUCATIONAL SPECIALIZATION

Area of Specialization	Principals	Percent
Primary	7	11.9
Elementary	29	49.2
Junior/Senior High	23	39.0
Total	59	100.0

Academic Qualifications. With respect to academic qualifications of principals and teachers, it was possible for respondents to give more than one response. Therefore, the totals in Table 7 indicate the total number of degrees held by principals and teachers. All principals in the survey have at least one degree. However, 10.2% of teachers do not have a degree. The greatest proportion of principals (64.4%) and teachers (78.3%) hold a B.A. (Ed.) degree, while 42.4% of principals and 18.1% of teachers have a B.Sc. degree. Only 3.4% of principals have other undergraduate degrees in contrast to 19.5% of teachers. Education, specified as "other", in the teacher's survey, includes degrees or diplomas in special education, elementary

methods, religious studies, music and music education, commerce, family studies, learning resources, a master's degree in educational administration and curriculum and instruction.

A master's degree in educational administration is held by 39.0% of principals and 1.3% of teachers, while 15.3% of principals and 2.2% of teachers have a master's degree in curriculum and instruction. Of the 18 female principals in the survey, 14 have a master's degree in either educational administration or curriculum and instruction. Other degrees held by principals include those in special education, child study, graduate diploma in educational administration, masters degrees in teaching, learning resources and theology.

The number of respondents possessing a university degree supports the finding of the Report of the Small Schools Study Project (Riggs, 1987) which indicates "...that te. ·rs in both small and large schools have high academic qualifications. Even in the smallest schools in the province, more than 80 percent of all teachers hold at least one university degree" (p. 55).

Table 7
DISTRIBUTION OF PRINCIPALS AND TEACHERS BY ACADEMIC QUALIFICATIONS

Academic Qualifications	Principals	Percent	Teachers	Percent
No degree	-	-	23	10.2
B.A. (Ed.)	38	64.4	177	78.3
B.A. or B.Sc.	25	42.4	41	18.1
Other undergraduate	2	3.4	44	19.5
M.Ed. (Ed. Adm.)	23	39.0	3	1.3
M.Ed. (Curr. & Inst.)	9	15.3	5	2.2
Other degree	12	20.3	1	.4
Total	109		271	

Courses in Early Childhood Education. Table 8 presents the findings with respect to the principals and teachers who have completed courses in early childhood education. Approximately half of the principals (49.1%) have completed some courses in Early Childhood Education, while the majority of teachers (87.9%) have completed such courses. Teachers were not asked to specify the number of such courses completed as it was assumed that most of the primary teachers hired to teach primary grades would have training in primary methods. According to Guy (1988), principals in Newfoundland and Labrador schools have been predominately male (79.1%), whose training has been in either elementary or junior/senior high school methods. Table 8 shows that 25.5% of the principals in this sample have completed between 1-5 courses in early childhood education.

Table 8

THE DISTRIBUTION OF PRINCIPALS AND TEACHERS BY COURSES COMPLETED IN EARLY CHILDHOOD EDUCATION

Response	Principals	Percent	Teachers	Percent
Yes	28	49.1	197	87.9
No	29	50.9	27	12.1
Total	57	100.0	224	100.0

Number of Courses in Early Childhood	Principals	Percent
1	3	5.1
2	5	8.5
3	2	3.4
4	4	6.8
5	1	1.7
Total	15	25.5

Last Enrolled in University. From Table 9 it can be seen that almost half the principals (47.4%) and approximately half the teachers (51.8%) have completed university courses within the past 5 years. It is noteworthy that principals and teachers are continuing to improve their qualifications. Most respondents have attended a university within the past 10 years.

Table 9

DISTRIBUTION OF PRINCIPALS AND TEACHERS BY LAST ENROLLMENT IN UNIVERSITY

Number of Years	Principals	Percent	Teachers	Percent
Within past year	15	26.3	43	19.0
1-5 years ago	27	47.4	117	51.8
6-10 years ago	13	22.8	40	17.7
11-15 years ago	2	3.5	20	8.8
16-20 years ago	-	-	6	2.7
Total	57	100.0	226	100.0

Principals With Teaching Responsibilities. Table 10 indicates that most principals (82.5%) teach. Due to declining enrollments and teacher layoffs, more principals have to assume more teaching responsibilities in the province's schools. It is not surprising, however, to note that only 14.9% teach at the primary level, given their qualifications referred to earlier.

School Enrollment. The student enrollment of the 59 schools in this survey varies dramatically from one school with a total of 18 students, to another with a total of 835 students. The size of a school has an effect on the role of the principal. In larger schools, the principal has a certain amount of time allocated for administrative duties, whereas principals in smaller schools spend most of their time in the classroom. There are a total of 366 primary teachers and 281 elementary teachers in these 59 schools.

Table 10

DISTRIBUTION OF PRINCIPALS WITH TEACHING RESPONSIBILITIES

Response	Principals	Percent
Yes	47	82.5
No	10	17.5
Total	57	100.0

Specific Grade	Principals	Percent
Primary Grades	7	14.9
Not Primary	40	85.1
Total	47	100.0

Grades in the School. Newfoundland's schools as revealed in Table 11 represent a wide range of grade patterns. The highest proportion of schools in this survey are elementary (40.0%) with grades k-6, (one school has grades 1-6), 12.3% of schools have grades k-8 and 10.5% of schools have grades k-7. All other schools (Table 11) show a combination of different grades. Such schools are mainly seen in rural areas, where, because the population is spread over a large geographic area, they must serve all ages of children.

Table 11

DISTRIBUTION OF SCHOOLS BY GRADE

Grades	Number of Schools	Percent
k-8	7	12.3
k-3	1	1.8
k-5	3	5.3
k-9	9	15.8
k-6	23	40.4
k-4	1	1.8
3-6	1	1.8
k-12	3	5.3
k-11	1	1.8
k-7	6	10.5
3-9	1	1.8
1-6	1	1.8
Total	57	100.0

Type of School. As would be expected, Table 12 indicates that the largest number of respondents teach in primary/elementary schools (72.3%) while 15.5% teach in schools that are solely for primary children (K-3). There are only 20 such schools (K-3) in this province (Education Statistics, 1990).

Table 12

DISTRIBUTION OF TEACHERS BY TYPE OF SCHOOL

Type of School	Teachers	Percent
Primary school	34	15.5
Primary/Elementary school	159	72.3
All grade school	16	7.3
Other	11	5.0
Total	220	100.0

Professional Organizations. It was not surprising to discover that the majority of principals (74.6%) are members of the School Administrators' Council (SAC) of the N.T.A., while only 2.7% of teachers belong to this organization (Table 13). However, when it comes to membership in the Primary Special Interest Council of the N.T.A., teacher membership (52.2%) rates much higher than principal membership (8.5%). The small number of principal respondents who belong to professional groups dealing specifically with primary children was disappointing, considering the fact that many of the students in the schools in this survey are in primary grades. Almost one third of the respondents indicated memberships in other organizations such as the Reading Special Interest Council, Educational Media Council, Art Council, Language Arts Council, Music Council, Elementary Teachers Special Interest Council, and the International Reading Association.

Table 13

DISTRIBUTION OF PRINCIPALS AND TEACHERS BY MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Type of Organization	Principals	Percent	Teachers	Percent
Prim. Sp. Interest	5	8.5	118	52.2
School Adm. Council (SAC).	44	74.6	6	2.7
Early Childhood Dev. Asso.	0	00.0	4	1.8
Math. Council of N.T.A.	5	8.5	1	.4
Sp. Ed. Interest Council	3	5.1	12	5.3
Other	18	30.5	26	11.5

Grades Taught. All teachers who participated in this survey are teaching within the primary grades k-3. Table 14 reveals that the majority of these teachers (76.5%) are responsible for one grade while 14.7% teach in a multi-grade situation, and 8.8% of them are either Primary Special Education teachers or have other teaching responsibilities as well as their regular primary classroom teaching duties. For example, several of them teach subjects in the elementary or junior/senior high school grades after their primary students go home. As a result, these primary teachers do not benefit from the one hour of preparation time allocated to them. According to the Program of Studies for the Province of Newfoundland and Labrador, primary students stay a minimum of 4 hours per day in school. Certain schools in the province have opted to extend the school day to four and one-half or five hours for primary students.

Table 14

DISTRIBUTION OF TEACHERS BY GRADES TAUGHT

Grade	Teachers	Percent
Kindergarten	40	18.4
One	36	16.6
Two	39	18.0
Three	51	23.5
Multi-grade	32	14.7
Other	19	8.8
Total	217	100.0

Class Size. An examination of Table 15 indicates that the largest proportion of teacher respondents (40.7%) teach between 20-25 students, 34.1% have fewer than 20 and 25.2% have more than 25 students. This supports the current situation which shows that the Province's primary classes have been reduced in size. This is due in part to declining enrollments and in part is a reflection of Article 30 of the Provincial Collective Agreement between the school boards and the government of Newfoundland and Labrador and the Newfoundland Teachers' Association (1984-1988), which states that:

> In the interest of education, and in order to promote effective teaching and learning conditions, the school board will endeavor to establish class sizes appropriate to the teaching situation involved within regulatory and legislative restrictions. (p. 28)

and

> There shall be a committee established not later than October 30th. in each calendar year, which will meet regularly thereafter at the call of the chair, which will accept representations and make recommendations regarding the maximum number of students appropriate for the various classroom situations. (p. 28)

Table 15

DISTRIBUTION OF TEACHERS BY CLASS SIZE

Class size	Teachers	Percent
Fewer than 20	73	34.1
20-25	87	40.7
26-30	27	12.6
31-35	15	7.0
36-40	7	3.3
More than 40	5	2.3
Total	214	100.0

Administrative positions. As indicated in Table 16, 16.0% of teachers have held some type of administrative position during their teaching career, as principal, vice-principal or both. The duration of these positions has ranged from 2 months to 19 years.

Table 16

DISTRIBUTION OF TEACHERS BY ADMINISTRATIVE POSITIONS

Response	Teachers	Percent
Yes	35	16.0
No	184	84.0
Total	219	100.0

Type of Administrative Position Held by Teachers

Principal	Vice-Principal	Principal & Vice-Principal
22	7	6

PART II: PRACTICES WITHIN THE PRIMARY SCHOOL

Part II of the principal's questionnaire included items about primary education and the primary school principal. Responses to Items 1-39 were to be rated as "**of no importance**", "**of little importance**", "**important**", or "**very important**". Items 40-54 required "**yes**" or "**no**" responses.

The first 39 items of the teacher's questionnaire are identical to those in the principal's questionnaire, but each item is prefaced with: "According to my own perceptions, my principal considers: ...". Items 40-52 are identical to those in the principal's questionnaire. Response scores for each item are calculated for each group of principals and teachers. A one-way analysis of variance was employed to determine significant differences in the mean responses of principal and teacher subgroups (e.g. age, sex, teaching experience, type of school, grades taught). Whenever the F-Ratio indicated significant differences at or below the .05 level on variables which have been divided into more than two groups, a Student-Newman-Keuls test was run to determine where the differences lay. For example, age has five (5) possibilities, whereas a variable like sex has two (2). If there is a significant difference this test tells exactly where the significance lies. Average mean scores were then utilized to establish trends and patterns which might exist within principal and teacher subgroups.

Responses from principals and teachers regarding specific items are discussed together in relation to the research questions. The findings are presented in Tables 17-86.

Managerial Component of the Principalship. The majority of principals in this survey place a great deal of emphasis on the managerial component of the principal's role in a primary school (Table 17). It is considered to be either "**very important**" or "**important**" by 96.5% of principals. The majority of primary teachers (97.3%) also perceive that their principals feel this way.

Table 17

MANAGERIAL ROLE OF THE PRINCIPAL

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	-	-
Of Little Importance	2	3.4	6	2.7
Important	31	53.4	85	37.9
Very Important	25	43.1	133	59.4
Total	58	100.0	224	100.0

Training in Educational Administration. As indicated in Table 18, 96.4% of principals feel that training in educational administration is either"**important**" or "**very important**". Teachers (90.5%) also perceive this issue to be either "**very important**" or "**important**" to their principals.

Table 18

TRAINING FOR A PRIMARY SCHOOL PRINCIPAL IN EDUCATIONAL ADMINISTRATION

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	4	1.8
Of Little Importance	2	3.5	17	7.5
Important	34	59.6	108	48.9
Very Important	21	36.8	92	41.6
Total	57	100.0	221	100.0

Focus on Curriculum. Principals (96.5%) and teachers (91.0%) rate the need for principals to have an educational background which includes administration and curriculum, but with a focus on curriculum as "**very important**" or "**important**" (Table 19).

Table 19

TRAINING IN EDUCATIONAL ADMINISTRATION AND CURRICULUM WITH A FOCUS ON CURRICULUM

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	6	2.7
Of Little Importance	2	3.4	14	6.3
Important	31	53.4	134	60.1
Very Important	25	43.1	69	30.9
Total	58	100.0	223	100.0

Focus on Administration. Principals (74.1%) and teachers (65.9%) rate the need for principals to have an educational background which includes administration and curriculum, but with a focus on administration, as "**important**" (Table 20). Findings presented in Tables 18 and 19 indicate that principals and teachers believe there should be a focus on both the curriculum and the administrative components, and they see focus on the curriculum as the more important of the two.

Table 20

TRAINING IN EDUCATIONAL ADMINISTRATION AND CURRICULUM WITH A FOCUS ON ADMINISTRATION

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	3	1.4
Of Little Importance	6	10.3	31	14.5
Important	43	74.1	141	65.9
Very Important	9	15.5	39	18.2
Total	58	100.0	214	100.0

Addressing Solely Management Issues in Staff Meetings. Most principals (62.5%) feel that addressing only management issues during staff meetings is "**of little importance**" and teachers' (60.5%) perceptions of how their principals feel about this issue are similar (Table 21). However, the results of the "**yes**" or "**no**" question presented as additional data in Table 21 shows a different picture. According to most principals (94.0%), their staff meetings do not address solely management issues. On the other hand, 91.8% of teachers believe that they do.

Table 21

ATTENTION PAID TO MANAGEMENT ISSUES DURING STAFF MEETINGS

	Principals	Percent	Teachers	Percent
Of No Importance	8	14.3	17	7.9
Of Little Importance	35	62.5	130	60.5
Important	13	23.2	63	29.3
Very Important	-	-	5	2.3
Total	56	100.0	215	100.0

Addressing Solely Management Issues	Principals	Percent	Teachers	Percent
Yes	3	6.0	201	91.8
No	47	94.0	18	8.2
Total	50	100.0	219	100.0

Response scores for each item are calculated for principals and teachers. A one-way analysis of variance was used to determine if there was a significant difference in the mean responses of principal and teacher subgroups. The Student-Newman-Keuls Procedure (used to determine where the differences lie) showed (Table 22) that the emphasis teachers perceive their principals to be placing on the administrative components of their job is significantly influenced by the type of school in which these teachers are presently employed. Teachers in primary schools (k-3) feel that their principals place more emphasis on administrative components than do teachers in all-grade schools.

Table 22

ANALYSIS OF VARIANCE: EMPHASIS ON ADMINISTRATION AND TYPE OF SCHOOL

Type of School	Teachers	Mean	Standard Deviation
Primary	34	3.3044	.3100
Prim./Elem.	159	3.1892	.3746
All Grade	16	2.9969	.3524
Other	11	3.1182	.2228
Total	220	3.1895	.3626

(D.F. = 3, 216; F-Ratio = 2.8553; Probability = .0381)

Principal as Instructional Leader. The role of the principal as instructional leader of a primary school is considered to be "**very important**" or "**important**" by 96.6% of principals and 86.1% of teachers perceive that their principals consider the role of instructional leader to be "**very important**" or "**important**" (Table 23).

Table 23

THE PRINCIPAL'S ROLE AS INSTRUCTIONAL LEADER

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	7	3.1
Of Little Importance	2	3.4	24	10.8
Important	20	34.5	101	45.3
Very Important	36	62.1	91	40.8
Total	58	100.0	223	100.0

Provision of Current Information on Research, Teaching Aids and Materials. Table 24 indicates that 96.5% of principals feel that the principal's role in providing teachers with current information on new teaching aids, materials, and research findings is "very important" or "important". Teachers (89.7%) also perceive this issue to be "very important" or "important" to their principals.

Table 24

PROVISION OF CURRENT INFORMATION ON RESEARCH, TEACHING AIDS AND MATERIALS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	4	1.8
Of Little Importance	2	3.4	19	8.5
Important	26	44.8	89	39.9
Very Important	30	51.7	111	49.8
Total	58	100.0	223	100.0

Provision of Support to Teachers. Providing continuing support to primary teachers as they incorporate change into their classroom is rated to be "**important**" or "**very important**" by all principals and 89.2% of teachers support their claim (Table 25).

Table 25

PROVISION OF SUPPORT TO TEACHERS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	1	.4
Of Little Importance	-	-	23	10.3
Important	15	25.4	101	45.3
Very Important	44	74.6	98	43.9
Total	59	100.0	223	100.0

Principal as Leader in Staff Development. According to data presented in Table 26, the principal's role as a leader in staff development is considered by principals (98.2%) to be "**important**" or "**very important**", while 88.6% of teachers agree that their principals consider this issue to be either "**important**" or "**very important**".

Table 26

PRINCIPAL'S ROLE AS LEADER IN STAFF DEVELOPMENT

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	10	4.6
Of Little Importance	1	1.8	15	6.8
Important	14	24.1	112	51.4
Very Important	43	74.1	81	37.2
Total	58	100.0	218	100.0

The Principal as Colleague in Staff Development. The same trend as seen in the Table 26 is depicted in Table 27. The majority of principals (98.3%) feel their role as a colleague in staff development is either "**important**" or "**very important**" and 86.7% of teachers also perceive this issue to be "**important**" or "**very important**" to their principals.

Table 27

PRINCIPAL'S ROLE AS A COLLEAGUE IN STAFF DEVELOPMENT

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	8	3.7
Of Little Importance	1	1.7	21	9.6
Important	24	40.7	117	53.7
Very Important	34	57.6	72	33.0
Total	59	100.0	218	100.0

Teachers Visiting Other Schools. Table 28 indicates that 50.2% of primary teachers visit other schools to see what is going on in other primary classrooms. In order for teachers to visit other schools, they must indicate to the principal that this type of inservice is desirable, and the principal seeks permission from the school board. School board policies vary regarding this issue, but in most cases teachers are accommodated. Some school boards actively encourage this type of teacher inservice.

Table 28

TEACHERS VISITING OTHER SCHOOLS

	Principals	Percent	Teachers	Percent
Yes	28	57.1	110	50.2
No	21	42.9	109	49.8
Total	49	100.0	219	100.0

The multiple range test (Student-Newman-Keuls) performed on responses related to research question 3b, [**As part of their role, how much emphasis do principals of primary schools place on instructional leadership and staff development?**], indicate that response Items 6, 7, 37, 38, and 40 of the principal's questionnaire (Tables 24-28), are significantly influenced by the number of years principals have spent as a principal in a secondary school. Table 29 reveals that those principals with 6-10 years as a principal in a secondary school feel these questions to be significantly more "**important**" (mean score = 8.800) than do those with 1 year or less as principal of a secondary school (mean score = 7.3012).

Table 29

ANALYSIS OF VARIANCE: EMPHASIS ON INSTRUCTIONAL LEADERSHIP AND EXPERIENCE AS PRINCIPAL

Experience	Principals	Mean	Standard Deviation
1 year or less	38	7.3012	.2503
2-5 years	3	7.4074	.1283
6-10 years	5	8.8000	3.2824
11-15 years	1	6.8889	-
Total	47	7.4586	1.1006

(D.F. = 3, 43; F-Ratio = 3.2393; Probability = .0312)

The test performed on responses related to research question 8b, **[According to primary teachers, to what extent do their principals place emphasis on the instructional and staff development components as part of their over-all role?]**, shows a probability of .0555 which is slightly higher than the .05 level (Table 30). Teachers aged 46-55 have a significantly higher score (x = 7.3071) than do those aged 26-35 (x = 6.9748). This suggests that the more experienced primary teachers perceive this issue to be more **"important"** to their principals than do teachers in the other age categories.

Table 30

ANALYSIS OF VARIANCE: EMPHASIS ON INSTRUCTIONAL LEADERSHIP AND TEACHERS' AGE

Age	Teachers	Mean	Standard Deviation
25 and up	17	7.1882	.8716
26-35	53	6.9748	.4707
36-45	121	7.1692	.5001
46-55	31	7.3071	.1064
55+	4	7.0833	.1064
Total	226	7.1424	.5185

(D.F. = 4, 221; F-Ratio = 2.3471; Probability = .0555)

Coaching Primary Teachers. Table 31 indicates that principals consider their role as coach to primary teachers in staff development as either "**important**" (60.3%) or "**very important**" (37.9%). Most teachers also perceive that their principal sees this role as being "**important**" (53.2%) or "**very important**" (29.8%).

Table 31

THE PRINCIPAL'S ROLE AS COACH TO PRIMARY TEACHERS IN STAFF DEVELOPMENT STRATEGIES

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	9	4.1
Of Little Importance	1	1.7	28	12.8
Important	35	60.3	116	53.2
Very Important	22	37.9	65	29.8
Total	58	100.0	218	100.0

Training Principals in Coaching Techniques. Similarly, Table 32 indicates that 71.2% of principals consider training for principals in the proper techniques used in peer coaching is "**important**". Slightly more than half the teachers perceive this issue to be "**important**" to their principals (55.8%), and 25.4% of them perceive this issue to be "**of little importance**" to their principals even though most principals feel this item to be "**important**" or "**very important**".

Table 32

TRAINING FOR PRINCIPALS IN PEER COACHING TECHNIQUES

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	9	4.6
Of Little Importance	1	1.7	50	25.4
Important	42	71.2	110	55.8
Very Important	16	27.1	28	14.2
Total	59	100.0	197	100.0

Training Other Teachers in Coaching Techniques. Training other teachers, besides the principal, in proper peer coaching techniques is rated "**important**" by most principals (74.1%) and "**very important**" by 24.1% of them. Teachers' perceptions of their principal's view on this issue varied. The majority of teachers (59.1%) agree that their principals see this issue as "**important**". However, 22.2% of them perceive that their principals feel training others in peer coaching is "**of little importance**" (Table 33).

Table 33

TRAINING TEACHERS IN PROPER PEER COACHING TECHNIQUES

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	8	4.0
Of Little Importance	1	1.7	44	22.2
Important	43	74.1	117	59.1
Very Important	14	24.1	29	14.6
Total	58	100.0	198	100.0

Observation of Primary Teachers in the Classroom. Observation by the principal of primary teachers interacting with children in their classrooms on a regular basis is rated as "**important**" by slightly more than half the principals (52.6%). Of course it should be noted that the term 'regular' may be interpreted differently by different people. A similiar proportion of teachers (55.3%) support this (Table 34). It is seen as "**very important**" by 42.1% of the principals, but only 16.0% of the teachers support this claim. In fact, some teachers feel that their principal considers this issue to be "**of little importance**" (24.0%). This discrepancy suggests that teachers are receiving messages from their principals which do not support the principals' responses to this item.

Table 34

OBSERVATIONS OF TEACHERS BY THE PRINCIPAL ON A REGULAR BASIS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	10	4.6
Of Little Importance	3	5.3	53	24.2
Important	30	52.6	121	55.3
Very Important	24	42.1	35	16.0
Total	57	100.0	219	100.0

Immediate Feedback on Classroom Observations. Table 35 indicates the importance placed on providing primary teachers with immediate feedback on observations of their teaching in the classroom. This is considered "**important**" and "**very important**" by 52.6% and 42.1% of principals, respectively. Again, teachers vary in their ratings of how they feel their principals consider this issue. More than half of them (55.3%) rate this item as "**important**", but 28.8% of them believe their principals see this matter as "**of little importance**" or "**of no importance**". Once again, teachers' perceptions vis-a-vis those of their principals are in conflict.

Table 35

PROVIDING TEACHERS WITH IMMEDIATE FEEDBACK ON OBSERVATIONS OF THEIR TEACHING

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	10	4.6
Of Little Importance	3	5.3	53	24.2
Important	30	52.6	121	55.3
Very Important	24	42.1	35	16.0
Total	57	100.0	226	100.0

Use of the Student-Newman-Keuls procedure for items related to research question 3c, **[As part of their role, how much emphasis do principals of primary schools place on coaching teachers in staff development strategies?]**, reveals that responses are significantly influenced by the "sex" of the principal (Table 36). Female principals see this issue as more important (x = 3.5444) than do male principals (x = 3.2317).

Table 36

ANALYSIS OF VARIANCE: EMPHASIS ON COACHING OF TEACHERS AND SEX OF THE PRINCIPAL

Sex	Principals	Mean	Standard Deviation
Male	41	3.2317	.3102
Female	18	3.5444	.3682
Total	59	3.3271	.3566

(D.F. = 1, 57; F-Ratio = 11.3327; Probability = .0014)

Responses to research question 8c, **[According to primary teachers, to what extent do their principals place emphasis on the coaching of teachers in staff development strategies as part of their over-all role?]**, are significantly influenced by three separate independent variables: the teaching experience of teachers in the survey, the kind of school in which they are teaching, and the number of years since teachers last enrolled in any university courses.

The mean score on responses pertaining to the coaching of teachers in staff development strategies is significantly influenced by the teaching experience of the teachers (Table 37). Specifically, those teachers with 1 year or less of teaching experience feel the issues referred to in Items 8, 32, 33, 35, and 36 are significantly more "**important**" to their principals (x = 3.4667) than do those teachers with 6-10 years of teaching experience (x = 2.7126). Teachers with 25 or more years of teaching experience also feel that the emphasis placed by principals on coaching teachers is significantly more "**important**" (x = 3.1411) than do teachers with 6-10 years of teaching experience (x = 2.7126).

Table 37

ANALYSIS OF VARIANCE: EMPHASIS ON COACHING OF TEACHERS AND TEACHERS' EXPERIENCE

Experience	Teachers	Mean	Standard Deviation
1 year or less	6	3.4667	.3502
2-5 years	26	2.8865	.4608
6-10 years	29	2.7126	.7896
11-15 years	37	2.9135	.6455
16-25 years	97	2.8641	.5523
25+ years	30	3.1411	.4900
Total	225	2.9083	.5955

(D.F. = 5, 219; F-Ratio = 2.8230; Probability = .0171)

The length of time that has elapsed since teachers last enrolled in a university course also significantly influenced responses to this research question (Table 38). Teachers who enrolled in university courses 11-15 years ago feel that issues addressed in Items 8, 32, 33, 35, and 36 of their questionnaire are significantly more "**important**" to their principals ($x = 3.1700$) than do those teachers who enrolled in university courses 6-10 years ago ($x = 2.7333$).

Table 38

ANALYSIS OF VARIANCE: EMPHASIS ON COACHING OF TEACHERS AND TIMING OF TEACHERS' ATTENDANCE AT UNIVERSITY

Last Enrolled in University	Teachers	Mean	Standard Deviation
Within last year	43	2.8907	.6443
1-5 years	116	2.9138	.5731
6-10 years	40	2.7333	.6362
11-15 years	20	3.1700	.5038
16-20 years	6	3.2222	.2880
Total	225	2.9083	.5955

(D.F. = 4, 220; F-Ratio = 2.3104; Probability = .0588)

The type of school in which teachers are presently employed also influenced the outcome of these questions (Table 39). Specifically, those teachers teaching in a primary school (x = 3.0808) and those teaching in a primary/elementary school (x = 2.9345) feel the issues addressed to be significantly more "**important**" to their principal than do those teaching in an all grade school (x = 2.5156).

Table 39

ANALYSIS OF VARIANCE: EMPHASIS ON COACHING OF TEACHERS AND TYPE OF SCHOOL

Type of School	Teachers	Mean	Standard Deviation
Primary	34	3.3044	.3100
Primary/Elementary	159	3.1892	.3746
All Grade	16	2.9969	.3524
Other	11	3.1182	.2228
Total	220	3.1895	.3626

(D.F. = 3, 216; F-Ratio = 2.8553; Probability = .0381)

Welfare of the Child. Table 40 indicates that most principals consider the welfare of the child to be "**very important**" (96.6%) and most teachers (84.4%) support this claim.

Table 40

WELFARE OF THE CHILD

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	-	-
Of Little Importance	-	-	1	.4
Important	2	3.4	34	15.1
Very Important	56	96.6	190	84.4
Total	58	100.0	225	100.0

Knowledge of Child Development and Learning. Most principals (89.7%) also feel that it is "**very important**" for them to have knowledge of how young children develop and learn (Table 41), but a much lower proportion of teachers (58.0%) perceive this issue to be "**very important**" to their principals.

Table 41

PRINCIPALS HAVING KNOWLEDGE OF HOW YOUNG CHILDREN DEVELOP AND LEARN

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	2	.9
Of Little Importance	-	-	10	4.5
Important	6	10.3	82	36.6
Very Important	52	89.7	130	58.0
Total	58	100.0	224	100.0

Provision of Equipment and Materials. Providing sufficient equipment and materials for hands-on-experiences is considered "**very important**" to principals (83.1%) yet only 60.8% of teachers perceive this issue to be "**very important**" to their principals (Table 42). As Seefeldt (1989) points out, "because children, as all humans, learn through experiences, they must be able to touch, handle, move, taste, pound, see, hear, and do something in order to have an experience" (p. 13). All primary classrooms need a sufficient quantity of quality hands-on-materials.

Table 42

PROVIDING MATERIALS AND EQUIPMENT FOR CHILDREN'S HANDS-ON-EXPERIENCE

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	-	-
Of Little Importance	1	1.7	10	4.5
Important	9	15.3	77	34.7
Very Important	49	83.1	135	60.8
Total	59	100.0	222	100.0

Observation of Children. Table 43 indicates that half the principals (50.0%) deem it "**important**" and 44.8% feel it is "**very important**" that observation of primary children should be the main method of evaluation. Almost half the teachers (49.3%) see this issue as "**important**" to their principals and 46.1% of teachers see it as "**very important**" to them.

Table 43

OBSERVATION OF CHILDREN AS THE MAIN METHOD OF ASSESSMENT

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	-	-
Of Little Importance	3	5.2	10	4.6
Important	29	50.0	108	49.3
Very Important	26	44.8	101	46.1
Total	59	100	219	100.0

Knowledge of Child Development and Learning Potential. According to the data in Table 44, the majority of principals (67.8%) rate their need to understand the development and learning potential of young children as "**very important**" while 32.2% consider it to be "**important**". Teachers (93.2%) also perceive this issue to be "**very important**" or "**important**" to their principals.

Table 44

PRINCIPALS' NEED TO UNDERSTAND THE DEVELOPMENT AND LEARNING POTENTIAL OF YOUNG CHILDREN

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	1	.5
Of Little Importance	-	-	14	6.4
Important	19	32.2	107	48.9
Very Important	40	67.8	97	44.3
Total	59	100.0	219	100.0

Responses to items related to research question 9a, **[What are the perceptions of primary teachers with respect to their principal's knowledge of primary children, and what is deemed appropriate learning practices for primary children?]**, are significantly influenced by two independent variables: the age of teachers in the survey and their teaching experience.

Teachers aged 46-55 see the issues addressed in Items 9, 10, 18, 19 and 21 of the questionnaire as significantly more "**important**" to their principals than do teachers in the other age categories (Table 45), and teachers aged 36-45 feel the subject of these questions to be significantly more "**important**" ($x = 3.4753$) than do their younger colleagues aged 26-35 years ($x = 3.3236$) but not as "**important**" as do teachers aged 46-55. The older the teachers, the more they believe their principals see the subjects of these questions to be "**important**". This is borne out in the data presented in Table 45.

Table 45

ANALYSIS OF VARIANCE: PRINCIPALS' KNOWLEDGE OF PRIMARY CHILDREN AND TEACHERS' AGE.

Age	Teachers	Mean	Standard Deviation
25 and under	16	3.2375	.4965
26-35	53	3.3236	.5006
36-45	121	3.4753	.4277
46-55	31	3.6323	.3103
55+	4	3.5000	.2582
Total	225	3.4447	.4455

(D.F. = 4, 220; F-Ratio = 3.5298; Probability = .0081)

This is borne out again when we look at teaching experience. Those teachers with 25 years or more of teaching experience also feel Items 9, 10, 18, 19 and 21 of the questionnaire, to be significantly more **"important"** to their principals (x = 3.5956) than do those teachers with 6-10 years of teaching experience (x = 3.2793) (Table 46).

Table 46

ANALYSIS OF VARIANCE: PRINCIPALS' KNOWLEDGE OF PRIMARY CHILDREN AND TEACHERS' EXPERIENCE

Teaching Experience	Teachers	Mean	Standard Deviation
1 year or less	6	3.6333	.1966
2-5	26	3.3385	.4588
6-10	29	3.2793	.5445
11-15	37	3.4973	.4387
16-25	97	3.4443	.4448
25+	30	3.5956	.3042
Total	225	3.4447	.4455

(D.F. = 5, 219; F-Ratio = 2.1559; Probability = .0600)

Child-Centered Approach to Teaching. As revealed in Table 47, the majority of principals (84.5%) feel that a child-centered approach to teaching instead of the traditional teacher-centered approach is "**very important**" in a primary school. Most teachers (75.0%) also perceive that this issue is "**very important**" to their principal.

Table 47

A CHILD-CENTERED APPROACH TO TEACHING IN THE PRIMARY SCHOOL

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	1	.4
Of Little Importance	-	-	3	1.3
Important	9	15.5	52	23.2
Very Important	49	84.5	168	75.0
Total	58	100.0	224	100.0

Learning Centers. Learning centers are areas in the classroom where children work either independently or under the guidance of a teacher on tasks related to specific curriculum objectives. Some principals (58.6%) feel that the utilization of learning centers in primary grades is "**very important**" and 41.4% feel they are "**important**", while a lower proportion of teachers (38.7%) see this issue as "**very important**" and 56.8% see it as "**important**" to their principal (Table 48).

Table 48

THE UTILIZATION OF LEARNING CENTERS IN PRIMARY CLASSROOMS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	1	.4
Of Little Importance	-	-	11	4.9
Important	24	41.4	126	56.0
Very Important	34	58.6	87	38.7
Total	58	100.0	225	100.0

Thematic Teaching. Thematic teaching is one instructional method for integrating learning experiences in the primary classroom (Table 49). All principals consider thematic teaching to be either **"very important"** or **"important"**, while most teachers (94.2%) also feel it is **"very important"** or **"important"** to their principals.

Table 49

THE UTILIZATION OF THEMATIC TEACHING IN PRIMARY CLASSROOMS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	1	.4
Of Little Importance	-	-	12	5.4
Important	36	62.1	117	52.2
Very Important	22	37.9	94	42.0
Total	58	100.0	224	100.0

Studies in Primary Education. Table 50 indicates that 58.6% of primary school principals feel it is "**important**" for them to pursue studies in primary education while another 20.7% indicate that this issue is "**very important**". However, Table 8 indicates that only 49.1% of principals surveyed have completed courses in early childhood education. Almost half of the teachers (45.5%) perceive this issue to be "**important**" to their principals (Table 54), but 24.5% of them see it as "**of little importance**" to them. Teitlebaum (1989), in his article, "How to Educate a Principal", argues that principals should pursue studies in primary education, especially those who deal with the latest trends in program design and delivery.

Table 50

THE NEED FOR PRIMARY SCHOOL PRINCIPALS TO PURSUE STUDIES IN PRIMARY EDUCATION

	Principals	Percent	Teachers	Percent
Of No Importance	1	1.7	9	4.1
Of Little Importance	11	19.0	54	24.5
Important	34	58.6	100	45.5
Very Important	12	20.7	57	25.9
Total	58	100.0	220	100.0

Teaching Experience by Principals in Primary Schools. Table 51 indicates that 43.9% of principals feel that having teaching experience in primary grades is "**important**" for them, but only 15.8% see it as "**very important**". Approximately half the teachers (52.0%) see this issue as "**very important**" to their principals. In Part I: Biographical data, Table 6 indicates that only 11.9% of the principals are trained in primary education (and these are female principals), whereas 49.2% have qualifications in elementary education and 39.0% are qualified at the junior or senior high school level. These data indicate that most principals' teaching experience is

from grades 4-12. Also in Part I, Table 10 indicates that 85.1% of principals in this survey do not teach any children in the primary grades. One primary teacher made this comment on her questionnaire:

> Principals of our primary schools should have at least 10 years active teaching experience in the primary grades before accepting the position of administrator of primary teachers and students. They just don't understand the primary division. They overload us with work and teachers are stressed out.

Another primary teacher wrote:

> My principal is high school trained and doesn't understand the needs of his primary teachers. Our students go home at 2:00 pm and because he sees the hour we have off each day as spare periods, he expects us to teach in elementary. According to him, we don't need that much planning time. I need it if I am to teach the program properly.

Table 51

THE NEED FOR PRIMARY SCHOOL PRINCIPALS TO HAVE TEACHING EXPERIENCE IN PRIMARY GRADES

	Principals	Percent	Teachers	Percent
Of No Importance	2	3.5	3	1.3
Of Little Importance	21	36.8	14	6.3
Important	25	43.9	90	40.4
Very Important	9	15.8	116	52.0
Total	57	100.0	223	100.0

Integration of Subjects. Integration of subjects is another instructional technique which many teachers find highly effective in their teaching. This method allows teachers to weave together interrelated components of the curriculum so that duplication of subjects is minimized. Most principals (96.5%) in this survey feel that integration of subjects is "**very important**" or "**important**" (Table 52). A similar proportion of teachers (95.4%) also perceive this issue to be seen as "**very important**" or "**important**" to their principals.

Table 52

THE INTEGRATION OF SUBJECT AREAS IN PRIMARY CLASSROOMS

	Principals	Percent	Teachers	Percent
Of No Importance	1	1.8	1	.5
Of Little Importance	1	1.8	9	4.1
Important	26	45.6	102	45.9
Very Important	29	50.9	110	49.5
Total	57	100.0	222	100.0

Learning of Traditional Subjects. The learning of traditional subjects through projects and learning centers provides children with ample opportunity to "improve their understanding of the world around them and to strengthen their dispositions to go on learning" (Katz and Chard, 1989). According to data presented in Table 53, most principals (98.3%) agree that this method of learning in the primary school is "**very important**" or "**important**". Teachers (95.0%) also believe their principals see it to be either "**very important**" or "**important**".

Table 53

THE LEARNING OF TRADITIONAL SUBJECTS THROUGH PROJECTS AND LEARNING CENTERS IN PRIMARY CLASSROOMS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	1	.5
Of Little Importance	1	1.7	10	4.5
Important	28	48.3	117	53.2
Very Important	29	50.0	92	41.8
Total	58	100.0	220	100.0

Inservice Sessions for Primary Teachers. Most principals (96.6%) feel it is either "**very important**" or "**important**" for them to attend inservice sessions given for primary teachers (Table 54), and 80.6% of teachers also see this issue as "**very important**" or "**important**" to their principals. But 19.4% of teachers believe their principals see this issue as "**of little importance**" or "**of no importance**" at all.

Table 54

THE NEED FOR PRIMARY SCHOOL PRINCIPALS TO ATTEND INSERVICE SESSIONS GIVEN FOR PRIMARY TEACHERS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	10	4.5
Of Little Importance	2	3.4	33	14.9
Important	23	39.0	100	45.0
Very Important	34	57.6	79	35.6
Total	59	100.0	222	100.0

Responses to items related to research question 9b, **[What are the perceptions of primary teachers with respect to their principal's knowledge and understanding of the theory and practice of primary education?]**, are significantly influenced by the age of teachers. For example, those teachers between the ages of 46-55 (Table 55) feel that the issues addressed in Items 3, 4, 5, 12, 13, 15, 16, and 17 are significantly more "**important**" to their principals ($x = 3.582$) than do those teachers between 26-35 years of age ($x = 3.2919$). This is similar to the results found in Table 45 in that teachers' age was a factor in the level of importance placed on an issue.

Table 55

ANALYSIS OF VARIANCE: PRINCIPALS' KNOWLEDGE OF PRIMARY EDUCATION AND TEACHERS' AGE

Age	Teachers	Mean	Standard Deviation
25 and under	17	3.2745	.4446
26-35	53	3.2919	.4697
36-45	121	3.2416	.4216
46-55	31	3.5282	.3638
55+	4	3.1667	.2128
Total	226	3.3902	.4306

(D.F. = 4, 221; F-Ratio = 2.2740; Probability = .0623)

Informal Classroom Visits. Table 56 indicates that all principals feel it is either "**important**" or "**very important**" to make informal visits to primary classrooms. It is assumed that they interact with children on these occasions. A majority of teachers (75.9%) also perceive that their principals feel it is either "**very important**" or "**important**" to pay such visits to their classrooms. However, 24.1% of teachers believe their principals see this as "**of little importance**" or "**of no importance**" at all.

Table 56

INFORMAL CLASSROOM VISITS BY THE PRINCIPAL

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	9	4.1
Of Little Importance	-	-	44	20.0
Important	31	52.5	124	56.4
Very Important	28	47.5	43	19.5
Total	59	100.0	220	100.0

Observation of Teachers. According to the data presented in Table 57, 94.7% of principals feel it is either "**very important**" or "**important**" to observe primary teachers interacting with children in their classrooms on a regular basis. Again, it should be noted that the word 'regular' may be interpreted differently by teachers and principals. Most teachers (75.9%) also see this issue as "**very important**" or "**important**" to their principals, but 28.8% of them believe their principals place "**little**" or "**no importance**" on this practice.

Table 57

OBSERVATIONS BY THE PRINCIPAL OF PRIMARY TEACHERS INTERACTING WITH CHILDREN IN THEIR CLASSROOMS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	10	4.6
Of Little Importance	3	5.3	53	24.2
Important	30	52.6	121	55.3
Very Important	24	42.1	35	16.0
Total	59	100.0	219	100.0

Supervision of Children. As shown in Table 58, the majority of principals (94.2%) and teachers (84.3%) agree that principals consider it important to supervise primary children during recess and lunch time. According to Pellegrini and Glickman (1989), recess is "clearly beneficial to the educational process". They claim that:

> ...recess is one of the few times during the school day when children are free to exhibit a wide range of social competencies - sharing, cooperation, negative and persuasive language - in a context that they see as meaningful (p. 24).

It is important for everyone in the school, including the principal, to supervise young children at unstructured (non teacher directed) play activities.

Table 58

SUPERVISION OF CHILDREN DURING RECESS AND LUNCHTIME

	Principals	Percent	Teachers	Percent
Yes	49	94.2	188	84.3
No	3	5.8	35	15.7
Total	62	100.0	223	100.0

Immediate Feedback to Teachers. Table 59 indicates that providing teachers with immediate feedback on principals' observations of their teaching in the classroom is **"very important"** or **"important"** to most principals (96.7%), while 73.8% of teachers see it to be either **"very important"** or **"important"** to their principals. Some teachers (26.1%) perceive this to be **"of little importance"** or **"of no importance"** to their principals.

Table 59
PROVIDING PRIMARY TEACHERS WITH IMMEDIATE FEEDBACK ON OBSERVATIONS OF THEIR CLASSROOM TEACHING

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	11	5.1
Of Little Importance	2	3.4	45	21.0
Important	29	49.2	106	49.5
Very Important	28	47.5	52	24.3
Total	59	100.0	214	100.0

Informal Classroom Visits. It is interesting to note in Table 60 that most of the principals (88.1%) indicate that they do make informal visits to primary classrooms. However, 23.2% of teachers stated that their principals did not visit their classrooms.

Table 60
INFORMAL CLASSROOM VISITS BY THE PRINCIPAL

	Principals	Percent	Teachers	Percent
Yes	49	88.1	172	76.8
No	3	11.9	109	23.2
Total	52	100.0	224	100.0

Responses to items related to research question 4d, **[What are the perceptions of those principals with respect to their need to have frequent formal and informal visits with primary teachers in their classroom?]**, are significantly influenced by the sex of principals (Table 61). Specifically, female principals feel that items addressed in 20, 35, 36, and 41 are significantly more **"important"** (x = 3.5926) than do male principals (x = 3.3537). Yet again, as in the responses to coaching of teachers (Table 36), female principals consider making informal and formal visits to primary classrooms as more **"important"** than do male principals.

Table 61

ANALYSIS OF VARIANCE: PRINCIPALS' NEED TO VISIT PRIMARY TEACHERS IN THEIR CLASSROOMS AND SEX OF THE PRINCIPAL

Sex	Principals	Mean	Standard Deviation
Male	41	3.3537	.4086
Female	18	3.5926	.3887
Total	59	3.4266	.4144

(D.F. = 1, 57; F-Ratio = 4.4026; Probability = .0403)

Responses to items related to research question 9d, **What are the perceptions of primary teachers with respect to the extent of their principals formal and informal visits to their classrooms?**, are significantly influenced by the teaching experience of teachers (Table 62) and by the type of school in which they are currently employed (Table 63).

As indicated in Table 62, those teachers with 1 year or less of teaching experience feel that issues presented in Items 20, 35, 36, and 41 are significantly more "**important**" ($x = 3.5556$) to their principals than do those teachers with 6-10 years of teaching experience ($x = 2.6897$). This may be, in part, due to the fact that beginning teachers are in fact receiving more visits from their principals for a variety of reasons, including evaluation procedures for new teachers.

Table 62

ANALYSIS OF VARIANCE: PRINCIPALS' VISITS TO PRIMARY CLASSES AND TEACHING EXPERIENCE

Years Experience	Teachers	Mean	Standard Deviation
1 year or less	6	3.5556	.4037
2-5 years	26	2.9038	.5966
6-10 years	29	2.6897	.7450
11-15 years	37	2.9505	.7586
16-25 years	97	2.8436	.6596
25+ years	28	3.0238	.4963
Total	223	2.8901	.6680

(D.F. = 5, 217; F-Ratio = 2.1481; Probability = .0609)

Table 63 indicates that teachers employed in a primary school (x = 2.9596) and those in a primary/elementary school (x = 2.9257) see the issues addressed in Items 20, 35, 36, and 41 as significantly more "**important**" to their principals than do those teaching in an all-grade school (x = 2.4271). Again, perhaps in a primary or primary/elementary school the principal is more likely to be in closer and more frequent contacts with teachers in their classrooms than would likely be the case where all grades are taught.

Table 63

ANALYSIS OF VARIANCE: PRINCIPALS' VISITS TO PRIMARY CLASSROOMS AND TYPE OF SCHOOL

School	Teachers	Mean	Standard Deviation
Primary	33	2.9596	.6067
Primary/Elem.	157	2.9257	.6689
All Grade	16	2.4271	.7353
Other	11	2.7576	.6163
Total	217	2.8856	.6717

(D.F. = 3, 213; F-Ratio = 3.0205; Probability = .0307)

Involvement of Teachers in Planning Daily Routines. Most principals (96.6%) feel that it is "very important" or "important" to actively involve primary teachers in the planning of daily routines for both staff and students, and 88.5% of them claim that they do this (Table 64). A high proportion of teachers (79.6%) perceive that their principals (62.2%) feel this issue to be "very important" or "important", but fewer than two thirds of them say they are involved in such activities.

Table 64

INVOLVEMENT OF PRIMARY TEACHERS IN PLANNING OF DAILY ROUTINES FOR STAFF AND STUDENTS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	9	4.1
Of Little Importance	2	3.4	36	16.4
Important	34	57.6	126	57.3
Very Important	23	39.0	49	22.3
Total	59	100.0	220	100.0

Involvement of Teachers in Planning	Principals	Percent	Teachers	Percent
Yes	46	88.5	135	62.2
No	6	11.5	82	37.8
Total	52	100.0	217	100.0

Involvement of Teachers in Planning Staff Meetings. The majority of principals (89.5%) feel that active involvement by primary teachers in planning staff meetings is "**very important**" or "**important**", and 76.0% of teachers also see this issue as "**very important**" or "**important**" to their principals (Table 65). However, the "**yes**" and "**no**" responses are reflective of what is actually happening: 67.3% of principals report that their primary teachers are involved in planning staff meetings, but 73.6% of teachers report that they are not involved in such planning.

Table 65

INVOLVEMENT OF PRIMARY TEACHERS IN PLANNING STAFF MEETINGS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	10	5.7
Of Little Importance	6	10.5	32	18.3
Important	39	68.4	92	52.6
Very Important	12	21.1	41	23.4
Total	57	100.0	175	100.0

Teachers Involved In Planning Staff Meetings	Principals	Percent	Teachers	Percent
Yes	33	67.3	58	26.4
No	16	32.7	162	73.6
Total	49	100.0	220	100.0

Responses to items related to Research question 9e, [**What are the perceptions of primary teachers with respect to their own involvement in the planning of daily routines of staff and students?**], are significantly influenced by the kind of school in which teachers are employed (Table 66) and by the grades they teach (Table 67).

Teachers who are presently employed in a primary/elementary school (Table 66) feel that the issues addressed in Items 25, 26, 44, and 45 are significantly more "**important**" (x = 2.9936) to their principals than do those teachers presently employed in an all-grade school (x = 2.5938). Those teaching kindergarten (x = 3.2375), grade one (x = 3.0694), multi-grade (x = 3.0500) and grade three (x = 2.9200) also see these issues as significantly more "**important**" to their principals than do teachers classified as teaching "**other**" (x = 2.4211) (Table 67). 'Other' refers to those schools having combinations of grades which are not specifically primary (K-3), primary/elementary (K-6), or all-grade (K-12).

Table 66

ANALYSIS OF VARIANCE: TEACHER PLANNING OF DAILY ROUTINES FOR STAFF AND STUDENTS AND TYPE OF SCHOOL

Kind of School	Teachers	Mean	Standard Deviation
Primary	30	3.0667	.6397
Primary/Elem.	157	2.9936	.7360
All Grade	16	2.5938	.8606
Other	11	3.0455	1.0113
Total	214	2.9766	.7518

(D.F. = 3, 210; F-Ratio = 1.597. Probability = .0191)

Table 67

ANALYSIS OF VARIANCE: TEACHER PLANNING OF DAILY ROUTINES FOR STAFF AND STUDENTS AND GRADES THEY TEACH

Grade	Teachers	Mean	Standard Deviation
Kindergarten	40	3.2375	.7337
One	36	3.0694	.6342
Two	36	2.8194	.7479
Three	50	2 9200	.7448
Multi-Grade	30	3.0500	.6208
Other	19	2.4211	.8861
Total	211	2.9621	.7470

(D.F. = 5, 205; F-Ratio = 3.8513; Probability = .0023)

Involvement of Teachers in Coordination and Planning of Instructional Programs. As indicated in Table 68, 96.7% of principals feel that actively involving primary teachers in the coordination and planning of instructional programs is "very important" or "important". The majority of teachers (91.4%) also perceive that their principals feel this issue to be "very important" or "important". However, the additional data in Table 68 shows that while 94.2% of principals claim that their primary teachers are actively involved in the coordination and planning of instructional programs, only 64.7% of teachers confirm this claim.

Table 68

INVOLVEMENT OF TEACHERS IN THE COORDINATION AND PLANNING OF INSTRUCTIONAL PROGRAMS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	2	.9
Of Little Importance	2	3.4	17	7.7
Important	29	49.2	116	52.5
Very Important	28	47.5	86	38.9
Total	59	100.0	221	100.0

Teachers Involved in Coordination and Planning of Instructional Programs	Principals	Percent	Teachers	Percent
Yes	49	94.2	141	64.7
No	3	5.8	77	35.3
Total	52	100.0	218	100.0

Responses to items related to research question 4f, **[What are the perceptions of those principals with respect to their need to actively involve teachers in the coordination and planning of instructional programs?]**, are significantly influenced by the sex of principals (Table 69) and by whether or not they teach classes in their school (Table 70).

Table 69 indicates that female principals feel that issues addressed in Items 27 and 47 are significantly more "**important**" ($\bar{x}$ =3.7222) than do male principals ($\bar{x}$ = 3.3171). Table 70 shows that principals who do not teach classes in their school feel that issues addressed in Items 27 and 47 are significantly more "**important**" ($\bar{x}$ = 3.8000) than do principals who teach classes ($\bar{x}$ = 3.3617).

Table 69

ANALYSIS OF VARIANCE: PRINCIPALS INVOLVING TEACHERS IN PROGRAM PLANNING AND SEX OF THE PRINCIPAL

Sex	Principals	Mean	Standard Deviation
Male	41	3.3171	.5674
Female	18	3.7222	.4609
Total	59	3.4407	.5654

(D.F. = 1, 57; F-Ratio = 7.0976; Probability = .0100)

Table 70

ANALYSIS OF VARIANCE: PRINCIPALS INVOLVING TEACHERS IN PROGRAM PLANNING AND PRINCIPALS PRESENTLY TEACHING

Teach Classes	Principals	Mean	Standard Deviation
Yes	47	3.3617	.5682
No	10	3.8000	.4216
Total	57	3.4386	.5675

(D.F. = 1, 55; F-Ratio = 5.2958; Probability = .0252)

Active Involvement in Revising School Policies. Table 71 indicates that 84.9% of principals indicate that their teachers are actively involved in revisions of school policies which deal specifically with primary children. However, not all teachers in this survey agree: 55.3% of them say they are involved in such activities, and 44.7% indicate they are not.

Table 71

INVOLVEMENT OF TEACHERS IN REVISIONS OF SCHOOL POLICY WHICH DEAL SPECIFICALLY WITH PRIMARY CHILDREN

	Principals	Percent	Teachers	Percent
Yes	45	84.9	121	55.3
No	8	15.1	98	44.7
Total	53	100.0	219	100.0

Discussion of Primary School Practices. According to the data in Table 72, discussing topics related to the primary school with other primary school principals is "**very important**" or "**important**" to all principals, and 86.4% of teachers agree. Other data in Table 72 indicate that 71.2% of principals in this survey do indeed get together with other principals to discuss primary school issues.

Table 72

DISCUSSION OF PRIMARY SCHOOL PRACTICES BY PRINCIPALS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	7	3.3
Of Little Importance	-	-	22	10.3
Important	20	33.9	121	56.5
Very Important	39	66.1	64	29.9
Total	59	100.0	214	100.0

Discussions With Other Principals	Principals	Percent
Yes	37	71.2
No	15	28.8
Total	52	100.0

Regular Meetings of Principals at School Board. As indicated in Table 73, more than half the principals in this sample say their school boards have regular meetings of primary principals to discuss common school issues. But, 42.0% of them do not.

Table 73

REGULAR MEETINGS OF PRIMARY SCHOOL PRINCIPALS TO DISCUSS COMMON SCHOOL ISSUES

	Principals	Percent
Yes	29	58.0
No	21	42.0
Total	50	100.0

Responses to items related to research question 9b **[What are the perceptions of primary teachers with respect to their principal's interaction with other principals for the purpose of focusing on the needs of primary school children?]**, are significantly influenced by the sex of the teacher (Table 74) and by their teaching experience (Table 75). According to Table 74, the proportion of male teachers who think this question is "**important**" (x = 3.800) is higher than the proportion endorsed by their female teachers (x=3.1154). The analysis of variance conducted on this research question also found that teachers who have 2-5 years teaching experience and all those with 11 or more years teaching experience, feel this question to be more "**important**" to their principals than do those teachers with 6-10 years of experience (Table 75).

Table 74

ANALYSIS OF VARIANCE: PRINCIPALS MEETING TO FOCUS ON NEEDS OF PRIMARY SCHOOL CHILDREN AND SEX OF TEACHERS

Sex	Teachers	Mean	Standard Deviation
Male	5	3.8000	.4472
Female	208	3.1154	.7197
Total	213	3.1315	.7214

(D.F. = 1, 211; F-Ratio = 4.4697; Probability = .0357)

Table 75

ANALYSIS OF VARIANCE: PRINCIPALS MEETING TO FOCUS ON NEEDS OF PRIMARY CHILDREN AND TEACHERS' EXPERIENCE

Experience	Teachers	Mean	Standard Deviation
1 year or less	6	3.1667	.4082
2-5 years	26	3.3462	.4852
6-10 years	26	2.7308	.8744
11-15 years	36	3.2222	.8319
16-25 years	94	3.0851	.6981
25+ years	26	3.3462	.5616
Total	214	3.1308	.7197

(D.F. = 5, 208; F-Ratio = 2.8512; Probability = .0163)

Parent Volunteers. As indicated in Table 76, most principals (78.0%) indicate that having parent volunteers in the primary school is "**very important**" or "**important**". However, only 57.7% of them actually have parent volunteers in their schools. Teachers' perceptions of the importance their principals place on this issue vary: 67.6% of them see this issue to be either "**very important**" or "**important**" to their principals, while 32.4% of them feel this issue is "**of little**" or "**no importance**" to their principal.

Table 76

PARENT VOLUNTEERS IN THE PRIMARY SCHOOL

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	15	6.9
Of Little Importance	13	22.0	55	25.5
Important	38	64.4	95	44.0
Very Important	8	13.6	51	23.6
Total	59	100.0	216	100.0

My School Has Parent Volunteers	Principal	Percent	Teacher	Percent
Yes	30	57.7	125	55.8
No	22	42.3	99	44.2
Total	52	100.0	224	100.0

Parent Teacher Association. The need for an active Parent Teacher Association (PTA) in a primary school is seen as "**very important**" and "**important**" by 89.8% of principals (Table 77). A similar proportion of teachers (83.9%) perceive this issue to be "**very important**" or "**important**" to their principals. It is therefore encouraging to note that 49.1% of principals and 62.7% of teachers report that, in fact their schools have Parent Teacher Associations (PTA).

Table 77

THE NEED FOR AN ACTIVE PARENT TEACHER ASSOCIATION (PTA) IN A PRIMARY SCHOOL

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	3	1.4
Of Little Importance	6	10.2	32	14.7
Important	37	62.7	103	47.2
Very Important	16	27.1	80	36.7
Total	59	100.0	218	100.0

My School Has Parent Teachers Association (PTA)	Principals	Percent	Teachers	Percent
Yes	26	49.1	138	62.7
No	27	50.9	82	37.3
Total	53	100.0	220	100.0

Encouraging Parents to Visit Primary Classrooms. Most principals (82.4%) indicate that encouraging parents to visit primary classrooms as often as possible is either "**very important**" or "**important**" (Table 78). However, 39.5% of teachers perceive this issue to be "**of little importance**" or "**of no importance**" at all to their principals.

Table 78

ENCOURAGING PARENTS TO VISIT PRIMARY CLASSROOMS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	19	8.6
Of Little Importance	10	17.5	68	30.9
Important	34	59.6	97	44.1
Very Important	13	22.8	36	16.4
Total	59	100.0	220	100.0

Informing Parents of School Activities. Informing parents about school activities through memos and letters (Table 79) is rated "**very important**" by most principals (72.9%), and a slightly lower proportion of teachers (65.8%) endorse this. According to other data in Table 79, most principals (89.8%) do, in fact, keep parents informed about school activities through letters or bulletins.

Table 79

INFORMING PARENTS ABOUT SCHOOL ACTIVITIES THROUGH MEMOS AND LETTERS

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	1	.4
Of Little Importance	-	-	4	1.8
Important	16	27.1	72	32.0
Very Important	43	72.9	148	65.8
Total	59	100.0	225	100.0

Parents are Kept Informed	Principals	Percent	Teachers	Percent
Yes	53	89.8	220	98.7
No	6	10.2	3	1.3
Total	59	100.0	223	100.0

Inviting Parents to Assemblies. As reported in Table 80, inviting parents to school assemblies is either "**very important**" or "**important**" to 87.9% of principals. A slightly lower proportion of teachers (72.8%) feel this issue is "**very important**" or "**important**" to their principals, and 23.5% indicate it is "**of little importance**" to them.

Table 80
INVITING PARENTS TO SCHOOL ASSEMBLIES

	Principals	Percent	Teachers	Percent
Of No Importance	-	-	8	3.6
Of Little Importance	7	12.1	52	23.5
Important	31	53.4	96	43.4
Very Important	20	34.5	65	29.4
Total	58	100.0	221	100.0

Parents Are Invited to Assemblies	Principals	Percent	Teachers	Percent
Yes	35	67.3	141	62.1
No	17	32.7	79	35.9
Total	52	100.0	220	100.0

Responses to items related to research question 9i, **[What are the Perceptions of Primary Teachers with Respect to Their Principal's Interaction with Parents of Primary School Children?]**, are significantly influenced by the kind of school in which teachers are employed (Table 81). Specifically, teachers in primary schools (k-3) feel that issues addressed in Items 22, 23, 24, 28, 29, 42, 43, 48, and 49 are significantly more **"important"** to their principals (x = 3.2955) than do those teachers who teach in all-grade schools (x = 2.800), and in primary/elementary schools (x = 3.0524). This may be the case, since principals with only primary grades do not have other grade levels with which to be concerned.

Table 81

ANALYSIS OF VARIANCE: PRINCIPALS' INTERACTION WITH PARENTS AND TYPE OF SCHOOL

School	Teachers	Mean	Standard Deviation
Primary	33	3.2955	.4265
Primary/Elem.	159	3.0524	.5278
All Grade	16	2.8000	.5416
Other	11	3.1939	.2641
Total	219	3.0777	.5157

(D.F. = 3, 215; F-Ratio = 3.9780; Probability = .0087)

Pre-School Programs. Table 82 indicates the degree of importance principals place on promoting pre-school activities for those children who will be starting kindergarten the next year. Most principals (71.2%) feel this issue to be "**very important**" and 78.8% of them already have a program in place at their school. Teacher response to this issue is varied. While some teachers (41.6%) perceive this issue to be seen as "**very important**" by their principals, others (17.4%) see this issue as "**of no importance**" to them.

Table 82

PROMOTION OF PRE-SCHOOL ACTIVITIES FOR THOSE CHILDREN WHO WILL BE STARTING KINDERGARTEN THE NEXT YEAR

	Principals	Percent	Teachers	Percent
Of No Importance	1	1.7	10	4.6
Of Little Importance	-	-	38	17.4
Important	16	27.1	80	36.5
Very Important	42	71.2	91	41.6
Total	59	100.0	219	100.0

Pre-School Program at my School	Principals	Percent	Teachers	Percent
Yes	41	78.8	133	61.0
No	11	21.2	85	39.0
Total	52	100.0	218	100.0

Responses to items related to research question 7, [**To what extent do principals of primary schools promote pre-school programs for those children who will be starting kindergarten at their school the following year?**], are significantly influenced by the principal's teaching experience (Table 83). All principals with 6 or more years teaching experience see the questions relating to pre-schools as significantly more "**important**" than do those principals with 2-5 years teaching experience.

Table 83

ANALYSIS OF VARIANCE: PRINCIPALS PROMOTING PRE-SCHOOL PROGRAMS AND THEIR TEACHING EXPERIENCE

Teaching Experience	Principal	Mean	Standard Deviation
2-5 years	2	2.5000	2.1213
6-10 years	7	3.8571	.3780
11-15 years	13	3.9231	.2774
16-25 years	24	3.6667	.4815
25+ years	13	3.5385	.1439
Total	59	3.6780	.5706

(D.F. = 4, 54; F-Ratio =3.6714; Probability = .0102)

Responses to items related to research question 9j, **[What are the perceptions of primary teachers with respect to their principal's involvement in pre-school programs for those children who will be starting kindergarten at their school the following year?]**, are significantly influenced by the grades they teach (Table 84). Specifically, those teachers who teach multi-grade, grade two, and kindergarten see these issues as significantly more "**important**" than do teachers who teach grade one.

Table 84

ANALYSIS OF VARIANCE: PRINCIPALS PROMOTING PRE-SCHOOL PROGRAMS AND TEACHERS' EXPERIENCE

Grade	Teachers	Mean	Standard Deviation
Kindergarten	40	3.2750	.7157
One	34	2.6765	1.0652
Two	37	3.2973	.7018
Three	48	3.0000	.9225
Multi-Grade	32	3.4375	.6690
Other	19	3.1053	.9366
Total	210	3.1286	.8682

(D.F. = 5, 204; F-Ratio = 3.5833; Probability = .0040)

Summary

Responses to the questionaires (Appendix B) present a profile of 59 primary school principals and their primary teachers under 5 school boards in the province of Newfoundland and Labrador. Table 85 presents a summary of some of the data provided in these responses.

Table 85

PROFILE OF PRINCIPALS IN THE SURVEY SAMPLE

Characteristics	Response Category	Percent of Respondents
1. Sex	Male	69.5
2. Age	36-45 years	45.8
3. Teaching Experience	16-25 years	40.7
4. Principal of Primary	2-10 years	47.4
5. Principal of Secondary	1 year or less	64.4
6. Area of Specialization	Elementary	49.2
7. Academic Qualifications	BA (Ed)	64.4
8. Early Childhood Courses	Yes	47.5
9. Last Enrolled in Univ.	1-5 years	45.8
10. Teach Classes	Yes	79.7
11. Professional Associations	S.A.C.	74.6

Of the 59 principals involved in the survey, 69.5% are male. Nearly half of the principals (45.8%) are between 36-45 years of age and 40.7% have taught between 16-25 years. Most of the other principals (47.4%) have between 2-10 years experience as a primary school principal, and 64.4% of them have had 1 year or less experience as a secondary principal. With respect to professional and academic qualifications, 45.8% of principals have enrolled in university during the past 5 years, and all of those in the

survey sample have at least one degree. In fact, 64.4% of them have a BA (Ed) and 45.8% have completed between 1-5 courses in early childhood education. Most principals (82.5%) teach classes in their school and are members of the School Administrator's Association (S.A.C.).

Table 86 presents a similar profile of teachers in the sample. Of the 226 teachers involved in the survey, 97.3% are female. Slightly more than half (53.5%) are between 36-45 years old and 42.9% have taught between 16-25 years. However, most teachers (84.0%) surveyed have not held an administrative position. With respect to professional and academic qualifications, approximately half (51.8%) of the teachers have enrolled in university during the past 5 years. Few (10.2%) have no degree, and 78.3% have a BA(Ed). The majority of teachers (87.9%) have completed between 1-5 courses in early childhood education. About half (52.2%) of the teachers are members of the Primary Teacher's Council of the N.T.A. Most of them (70.4%) teach in primary/elementary schools and more than a third of them have between 20-25 students in their class (38.5%).

Table 86
PROFILE OF PRIMARY TEACHERS IN THE SURVEY SAMPLE

Characteristics	Response Category	Percent of Respondents
1. Sex	Female	97.3
2. Age	36-45 years	53.5
3. Teaching Experience	16-25 years	42.9
4. Held Administration Job	No	81.4
5. Have a Degree	No	10.2
6. Academic Qualifications	BA (Ed)	78.3
7. Early Childhood Courses	Yes	87.9
8. Last Enroll in University	1-5 years	51.8
9. Professional Associations	Primary Council	52.2
10. Type of School	Primary/Elementary	70.4
11. Class Size	20-25 students	38.5

Taken together, Tables 85 and 86 present a picture of the typical principal and typical primary school teacher found within the setting of this survey.

The aim of Part II of the principals' questionnaire was to obtain the views of principals regarding their role as it relates to instructional development in the primary school. The aim of Part II of the teachers' questionnaire was to obtain their perceptions of how their principal views his/her role as related to instructional development in the primary school.

Chapter 5

Discussion of Findings

Findings

This chapter presents a summary of the problem investigated, the methodology employed, and a discussion of the survey findings.

The study was undertaken in an attempt to determine:

1. the extent to which school principals feel they are knowledgeable of primary school children, their needs, and the kinds of school practices which are appropriate for them; and
2. the extent to which primary teachers feel that principals who have primary grades in their schools have adequate knowledge in these areas.

The population sample for the survey consisted of 100 school principals and 501 primary teachers who work in schools under the leadership of those principals. Five school boards were selected from the thirty in the province of Newfoundland and Labrador. Questionnaires were distributed to school principals and their primary teachers within those five school boards.

The principals' questionnaire sought to investigate their perceptions of their role as a principal of primary school children. The teachers' questionnaire sought to investigate their perceptions of how their principal considered certain issues about primary education and the role of the school principal. Questionnaire items varied for principals and teachers where necessary. The principals' questionnaire had a total of 54 items while the teachers' questionnaire had 52; two items were of relevance to principals only. Part I of both questionnaires gathered biographical data of principals and teachers, and Part II of both questionnaires gathered information relative to practices within the primary school. Respondents were asked to rate Items 1-39 as **"of no importance"**, **"of little importance"**, **"important"** or **"very important"** to the role of the principal. Items 40-54 required a **"yes"** or **"no"** response. Data gathered

from the 59 principals and 226 primary teachers who responded to the questionnaire were analyzed using a one-way analysis of variance, a Student-Newman-Keul test, and general observations of patterns and trends which the responses seemed to indicate.

As the findings are discussed, several factors seem to come to the fore in terms of affecting outcomes. Such factors include sex of teachers, teacher age, and teacher experience and these are addressed throughout this chapter.

Results of this survey indicate that the teaching profession at the primary school level is predominantly female (97.8%), while persons holding principalship are predominantly male (69.5%). These findings are consistent with research conducted throughout North America (Porat, 1985), which indicates that teachers of primary children have traditionally been female and few men have attempted to break this tradition. According to some studies, for example that of Porat (1985), "...women don't apply for principalships - even when they are as well-qualified as the male applicants" (p. 298). Guy (1988) reports that:

> The factor perceived by female administrators as the most hindering one was lack of professional credentials. The one perceived as least hindering was family constraints.
>
> The factor perceived as most facilitating to career aspirations was professional credentials. The one perceived as least facilitating was employer's encouragement. (p. 31)

Porat (1985) also points out that "women administrators promote better pupil learning and better teacher performance than do male administrators " (p. 299). It was found that these women administrators had spent a considerable amount of time with children both as classroom teachers and in their role as principal. This is a very interesting observation and one that should be explored more extensively.

In this survey, female principals also see a greater need for increased professional development in the theory and practice of primary education than do

male principals. There are also no male principals in this survey who teach primary children, yet more than half of them believe it is important for them to have teaching experience in primary grades. A higher proportion of female than male principals also believe that it is important for them to make frequent formal and informal visits with primary teachers in their classrooms. This may be due to the fact that these female principals are themselves trained in primary education and recognize the needs of primary teachers more readily than do their male counterparts. But this very fact would suggest that male principals have an even greater need than do female principals for primary training.

Given these findings, should principals who have primary grades in their schools be required to spend time in primary classrooms actually working with teachers and children? According to Spillane (1989) and Thomas (1989), school principals should do just that. They should know what is supposed to be happening in classrooms; they should be knowledgeable and skilled enough to know why certain teaching is poor, and they should know how to make it better. Without first-hand knowledge of the issues and demands of teaching, principals lack credibility with the staff under their supervision (Guthrie, 1989; Sarason, 1982; Thomson, 1989). Governments and school boards might consider such factors in the hiring of school principals, and endeavor to employ female as well as male candidates who have the relevant qualifications.

The literature indicates that principals of primary and elementary schools are very well educated in administrative practices but do not appear to be as knowledgeable about current trends in primary education. All principals in this survey have undergraduate degrees which include those in education, special education, learning resources and theology. Apparently, the type of undergraduate degrees held by principals was of little consequence in obtaining their job as principal. However, more than a third have a master's degree in educational administration or curriculum and instruction. Of the 18 female principals in the survey, 14 have a master's degree in either educational administration or curriculum and instruction. Furthermore, almost forty percent of principals were trained in junior

or senior high school methods at university. This can only mean a less than desirable amount of professional preparation related to the teaching of young children. Survey results also indicate that only 11.9% of the principals are trained in primary education and these are female. However, 49.1% of the principals have completed some courses in early childhood education. It is commendable that just about half of them in the sample have completed courses in this area.

Age has a large part to play in the outcome of this survey. In a recent study by Press (Toward 2000), 1990), conducted for the Provincial Department of Education, it is noted that there has been a constant aging of the teacher workforce since the early 1970's. Press found that half the principals and primary teachers in the Province are between 35-45 years of age. He comments that this is "...undoubtedly caused by higher than average birth rates and subsequent expansion of the educational system in which large numbers of very young teachers were recruited for the workforce" (p. 30). These findings by Press (1990) are also supported in this study where it is reported that almost half the principals and more than half the primary teachers are between 36-45 years of age.

This age factor is related to teaching experience. About forty percent of both principals and teachers have between 16-25 years of experience. This suggests that they are staying in the profession, allowing few new teachers to be employed. Press (1990) also reports that:

> Most teachers are in jobs they intend to keep until they retire or until they are promoted or transferred to other jobs with comparable job security. Of those who do leave their jobs, for the most part it is to accept a teaching position in another school with the same school board. (p. 35)

The teaching experience of primary teachers is also a factor influencing their responses pertaining to the coaching of teachers in staff development strategies. Again, teachers with 25 or more years of teaching experience perceive that their principals consider coaching to be an important issue. However, it is interesting to note that beginning teachers with 1 year or less of teaching experience, also consider

coaching to be more important to their principals than do teachers with 6-10 years of teaching experience. The majority of teachers, however, do not feel this issue is of great importance to their principals, even though nearly all principals place importance on their role as coach to primary teachers and to the training of principals and other teachers in coaching techniques. Most principals (98.2%) in this study rate the training of other teachers in coaching techniques as important, however, one quarter of the teachers perceive coaching to be of little importance to their principals.

Teaching experience is a factor also in affecting teachers' perceptions of their principals' formal and informal visits to their primary classrooms. However, in this case, those teachers with 1 year or less of teaching experience perceive that these issues are more important to their principals than do more experienced teachers. This maybe, in part, due to the fact that beginning teachers are receiving more visits from their principals for a variety of reasons, including evaluation procedures for new teachers. It is important for principals to make periodic visits to all primary classrooms and school boards should try to accommodate principals in this by giving them the time to do these kinds of things.

When taken together, also, age and teaching experience are relevant factors with respect to certain findings of this study. The more experienced primary teachers, between the ages 46-55, perceive their principals as placing more emphasis on the following issues than do younger, less experienced teachers: the instructional and staff development components of the principal's role; the principal's knowledge of primary children, their development, and what is deemed appropriate learning practices for primary children; and the principal's knowledge and understanding of the theory and practice of primary education. These teachers perceive that their principals place importance on providing them with current data on new teaching aids, materials, and research findings; they support them as they incorporate change into their classrooms; they provide them with sufficient equipment and materials for children's hands-on-experiences; and they understand that the main method of assessing young children is through direct observation of them; and they encourage the use of learning centers, thematic teaching and a child-centered approach to

teaching. The younger teachers do not support their older and more experienced colleagues in these claims.

The type of school where teachers are employed, according to the findings of this study, also has an influence on principals' visits to the classroom. Teachers employed in primary and primary/elementary schools see this issue as more important to their principals than do those teaching in an all-grade school. Perhaps this can be explained by the fact that the principal in primary and primary/elementary schools is more likely to be in closer and more frequent contact with teachers in their classrooms than would be the case in an all-grade school where such visits must include all grades beyond primary. Furthermore, principals of all-grade schools would have greater administrative responsibilities than those in other types of schools.

Findings from both groups of respondents indicate that a great deal of emphasis is placed on the administrative component of the principalship. In general, principals place a great deal of emphasis on management of the primary school. When asked a direct question about management issues, however, the majority of principals (76.8%) in this survey report that they do not address solely management issues during staff meetings. But nearly all their teachers report that they do, in fact, address solely management issues during such meetings. This is a very interesting finding and one wonders at the discrepancy.

Most principals feel that actively involving primary teachers in the coordination and planning of instructional programs is very important. It is worth noting that the majority of primary teachers also perceive that their principals feel this issue to be an important one. Yet while 94.2% of the principals claim that their primary teachers are indeed actively involved in the coordination and planning of instructional programs, only 64.7% of the teachers confirm this claim. Therefore, it appears as though the teachers and the principals disagree on this fairly important point.

Another significant finding from the data indicates that teachers generally perceive principals to place less importance on certain issues than principals'

responses would indicate. In terms of actual practice, too, teachers indicate lower rates of occurrence than do principals. Teachers do not perceive that principals feel these are very important issues, but a high proportion of the principals claim they see them as very important. Such response discrepancies occur in the following areas: the principal's involvement in classroom visits; the principal's involvement with parents and children; teacher involvement in school policy planning, program planning, and staff meeting planning. Most principals see it as important for primary teachers to be involved in such planning, and, in fact, their responses indicate that they are involved in this exercise. Yet, a high proportion of teacher responses contradict this claim. This is another example of a discrepancy of perception between teachers on the one hand and principals on the other. The principals indicate that they do indeed include teachers in planning and the teachers say they are not involved in it. It is fair to comment that perhaps communication between administrators and primary school teachers does not occur in the manner that the principals or the teachers tend to perceive.

For the most part, principals feel that their role as instructional leader in the primary school is being carried out, and teachers perceive that this is important to their principals. Principals indicate that providing current data on research, teaching aids and materials is important; they also indicate that providing continuing support to primary teachers as they incorporate change into their classrooms is important; and, they consider themselves as leaders and colleagues in staff development. About half of them permit their teachers to visit other schools to observe other teachers in the classroom.

All principals in this survey say they get together with other principals to discuss topics related to the primary school, an activity which is supported in the literature. According to Cooper (1989) and Rosenholtz (1989), effective instructional leaders learn a great deal from other principals and should be encouraged to do this as much as possible. School boards should encourage principals in this activity. In some areas school boards and professional groups have set up after-hour centers so that teachers and administrators can utilize them whenever possible.

Principals also feel that interaction with parents of primary school children is an important issue and teachers employed in primary schools (K-3) endorse this. But the same is not true for those teachers employed in other school types.

While discrepancies have been shown between the responses of teachers and principals with respect to the involvement of the latter at the primary classroom level, some teachers, at least, feel the workload of the principal is a factor which affects the time they can devote to primary classroom teachers and to primary classroom visits. One grade three teacher wrote the following comment:

> Having filled in your questionnaire as honestly as possible, I think you should be aware that many school principals in this area are not given the support needed to carry out their role as an instructional leader, eg. guidance counsellors for 2 days out of 6; assistant principals teaching all morning; one secretary in a school with 800+ students and 44 teachers. Education in 1990 in Newfoundland is regressing. I could go on but I would hope you will address these points in your thesis. The primary teacher and the principal of primary teachers need help. Our young children, the future of Newfoundland, are being educationally neglected.

Perhaps, as this comment would indicate, what principals actually do, as opposed to what teachers would like them to do, is related in part to the demands made upon them.

Just as there are areas where reporting by principals and teachers would lead one to assume that there are disagreements about what is happening, on the positive side there is considerable agreement between these two groups regarding certain important issues. For example, principals and teachers generally agree that the educational preparation for school principals should focus on both administration and curriculum. This has implications for future training in the area of educational administration. Such training might include a required component in curriculum development and a required component in child development and the primary curriculum.

Principals and teachers agree also, that principals who have primary grades in their school should have knowledge of child development, and ought to show concern about children's welfare. They should be concerned, too, about appropriate teaching styles for young children. Teachers mainly feel they are supported by their principals when it comes to appropriate methods for facilitating children's learning, for example by means of thematic teaching and hands-on-experiences. In general, principals of primary school children see themselves as having a high priority for curriculum development, staff development, and child-centered teaching methods.

While generalizations can be made on the basis of a small survey, the findings of this study, nevertheless, raise concerns about the knowledge some principals of primary school children might have with respect to child development and the most developmentally appropriate learning practices for children. Such knowledge would include familiarity with current theories of teaching and learning, recent research and practice, as well as an understanding of the importance of providing a child-centered environment for primary age children. Such an environment must be based on children's needs and must allow for open-ended exploration. There must be emphasis on listening to and observing children instead of a total emphasis on isolated skill development. As the literature indicates, the importance of the role of the principal of primary school children cannot be overestimated.

Given the findings of this study, maybe school boards ought to encourage experienced, capable female teachers, who show promise of leadership, to seek positions in school administration as principals and as superintendents and as assistant superintendents. While a few school boards have already taken the lead in this regard, much remains to be done.

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APPENDICES

APPENDIX A

LETTER TO SUPERINTENDENTS

P.O. 11, Green's Harbour,
Trinity Bay, Nfld.
AOB 1XO.

__, ____ _____, District Superintendent,
_____ _____ Educational District,
P.O. Box ___,
_____, Newfoundland.

Dear Sir:

This study is part of my Master's degree program in education at Memorial University. Your district has been randomly selected to represent one out of four school districts chosen within the province for a study of primary school principals and their primary school teachers with respect to the principal's role in the primary school. At this time I would like to ask for your permission and support to administer the attached questionnaire to primary school principals and primary teachers within your school district. I am hoping to administer the questionnaire during the latter part of February, 1990. As time is a crucial factor, a response to my request as soon as possible would be greatly appreciated.

Yours sincerely,

Judy Cooper.

APPENDIX B

A
Survey
Concerning
The Role of the Principal as it relates to Instructional Development in the Primary School as Perceived by Primary School Principals and Their Teachers

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QUESTIONNAIRE: PRINCIPALS

This form is comprised of two parts:

Part 1: Biographical data

Part 11: Information relative to practices within the primary school

THE DATA OBTAINED FROM THIS QUESTIONNAIRE WILL BE KEPT STRICTLY CONFIDENTIAL

PART 1:
PRINCIPAL'S BIOGRAPHICAL DATA

Please answer the following questions by circling the appropriate number at the right.

a. Sex .

1.	Male	1
2.	Female	2

b. Your age group.

1.	25 and under	1
2.	26-35 years	2
3.	36-45 years	3
4.	46-55 years	4
5.	Over 55 years	5

c. Teaching experience. (include this year)

1.	1 year or less	1
2.	2-5 years	2
3.	6-10 years	3
4.	11-15 years	4
5.	16-25 years	5
6.	More than 25 years	6

d. How many years, including this year, have you served as principal of a primary/elementary school?

1.	1 year or less	1
2.	2-5 years	2
3.	6-10 years	3
4.	11-15 years	4
5.	16-25 years	5
6.	More than 25 years	6

e. How many years of experience have you had as a principal of a secondary school?

1.	1 year or less	1
2.	2-5 years	2
3.	6-10 years	3
4.	11-15 years	4
5.	16-25 years	5
6.	More than 25 years	6

f. What is your area of educational specialization?

1.	Primary	1
2.	Elementary	2
3.	Junior/Senior High	3

g. What are your academic qualifications?
(Check more than one if applicable)

1.	No degree	1
2.	B.A. (Ed.)	2
3.	B.A. or B.Sc.	3
4.	Other undergraduate degree	4
5.	M.Ed. (Educational Administration)	5
6.	M.Ed. (Curriculum and Instruction)	6
7.	Other degree (please specify)	7 _____

h. Have you completed courses in early childhood education?

1.	yes	1
2.	no	2

If yes, please specify the number of courses. _____

i. When did you last enroll in a university course?

1.	Within the past year	1
2.	1-5 years ago	2
3.	6-10 years ago	3
4.	11-15 years ago	4
5.	16-20 years ago	5

j. Do you teach any classes in your school?

1.	yes	1
2.	no	2

If yes, please state the grade/grades _____

k. What is the enrollment of your school? _____

l. How many primary teachers are in your school? _____

m. How many elementary teachers are in your school? _____

n. What grades are in your school? _____ to _____

o. Do you belong to any of the following professional groups ?

1.	Primary Special Interest Council of N.T.A.	1
2.	School Administrators Council (SAC)	2
3.	Early Childhood Development Association	3
4.	Mathematics Council of N.T.A.	4
5.	Special Education Interest Council	5
6.	Other	6

PART II: PRINCIPAL
School Practices

A number of items about primary education and the primary school principal are listed on the following pages.

Please rate each item according to the following scale by circling the appropriate number at the right:

		Of No Importance	Of Little Importance	Important	Very Important
1.	The managerial role of the principal of a primary school is	1	2	3	4
2.	Training in educational administration is	1	2	3	4
3.	A child-centered approach to teaching is	1	2	3	4
4.	The utilization of learning centers is	1	2	3	4
5.	Thematic teaching is	1	2	3	4
6.	The principal's role as instructional leader of a primary school is	1	2	3	4
7.	The principal's role in providing teachers with current data on new teaching aids, materials, and research findings is	1	2	3	4
8.	The principal's role as coach to primary teachers in staff development strategies is	1	2	3	4
9.	The welfare of the child in a primary school is	1	2	3	4
10.	As a primary school principal, my need to have knowledge of how young children develop and learn is	1	2	3	4
11.	My need to have an educational background which includes administration and curriculum, but with a focus on curriculum is	1	2	3	4
12.	The need for me to pursue studies in primary education is	1	2	3	4
13.	The need for me to have had teaching experience in primary grades is	1	2	3	4
14.	My need to have an educational background which includes administration and curriculum, but with a focus on administration is	1	2	3	4
15.	The integration of subject areas in the primary grades is	1	2	3	4
16.	The learning of traditional subjects through projects and learning centers in the primary grades is	1	2	3	4

		Of No Importance	Of Little Importance	Important	Very Important
17.	The need for me to attend inservice sessions given for primary teachers is	1	2	3	4
18.	The need for me to ensure that primary teachers have sufficient equipment and materials for children's hands-on-experiences is	1	2	3	4
19.	Observation of primary children as the main method of assessing their progress is	1	2	3	4
20.	The principal's informal visits to primary classrooms are ..	1	2	3	4
21.	The principal's need to understand the development and learning potential of young children is	1	2	3	4
22.	Having parent volunteers in the primary school is	1	2	3	4
23.	The need for an active Parent Teacher Association (PTA) in a primary school is	1	2	3	4
24.	Encouraging parents to visit primary classrooms as often as possible is	1	2	3	4
25.	Actively involving primary teachers in the planning of daily routines for both staff and students is	1	2	3	4
26.	Actively involving primary teachers in planning staff meetings is	1	2	3	4
27.	Actively involving primary teachers in the coordination and planning of instructional programs is	1	2	3	4
28.	Informing parents about school activities through memos and letters is	1	2	3	4
29.	Inviting parents to school assemblies is	1	2	3	4
30.	Promoting pre-school activities for those children who will be starting kindergarten the next year is	1	2	3	4

		Of No Importance	Of Little Importance	Important	Very Important
31.	Providing continuing support to primary teachers as they incorporate change into their classroom is	1	2	3	4
32.	Training for principals in the proper techniques used in peer coaching is	1	2	3	4
33.	Training other teachers, besides the principal, in proper peer coaching techniques is	1	2	3	4
34.	Addressing solely management issues during staff meetings is	1	2	3	4
35.	Observation by the principal of primary teachers interacting with children in their classrooms on a regular basis is	1	2	3	4
36.	Providing primary teachers with immediate feedback on my observations of their teaching in the classroom is	1	2	3	4
37.	The principal's role as a leader in staff development is	1	2	3	4
38.	The principal's role as a colleague in staff development is	1	2	3	4
39.	Discussing topics related to the primary school with other primary school principals is	1	2	3	4

Please answer the following statements by circling YES or NO.

40.	Primary teachers in my school visit other schools to see what is going on.	Yes	No
41.	I make informal visits to primary classrooms in my school.	Yes	No
42.	My school has parent volunteers.	Yes	No
43.	My school has an active Parent Teacher Association (PTA).	Yes	No
44.	My primary teachers are involved in the planning of daily routines for both staff and students.	Yes	No
45.	My primary teachers are involved in the planning of staff meetings.	Yes	No
46.	My primary teachers are involved in revisions of school policies which deal specifically with primary children.	Yes	No
47.	My primary teachers are actively involved in the coordination and planning of instructional programs.	Yes	No
48.	I inform parents about school activities through newsletters or bulletins.	Yes	No
49.	Parents are routinely invited to attend school assemblies.	Yes	No
50.	My school has a pre-school program for those children who will be starting kindergarten the next year.	Yes	No
51.	My school addresses solely management issues during staff meetings.	Yes	No
52.	I sometimes supervise primary children during recess and lunch time.	Yes	No
53.	I get together with other primary school principalsto discuss topics related to the primary school.	Yes	No
54.	My school board has regular meetings of primary school principals to discuss common school issues.	Yes	No

A
Survey
Concerning
The Role of the Principal as it relates to Instructional Development in the Primary School as Perceived by Primary School Principals and Their Teachers

---

QUESTIONNAIRE: PRIMARY TEACHERS

This form is comprised of two parts:

Part 1: Biographical data

Part 11: Information relative to practices within the primary school

THE DATA OBTAINED FROM THIS QUESTIONNAIRE WILL BE KEPT STRICTLY CONFIDENTIAL

PART 1:
PRIMARY TEACHER'S BIOGRAPHICAL DATA

Please answer the following questions by circling the appropriate number at the right.

---

a. Sex.

1.	Male	1
2.	Female	2

b. Age group.

1.	25 and under	1
2.	26-35 years	2
3.	36-45 years	3
4.	46-55 years	4
5.	Over 55 years	5

c. Teaching experience. (include this year)

1.	1 year or less	1
2.	2-5 years	2
3.	6-10 years	3
4.	11-15 years	4
5.	16-25 years	5
6.	More than 25 years	6

d. What are your academic qualifications?
(Check more than one if applicable).

1.	No degree	1
2.	B.A. (Ed.)	2
3.	B.A. or B.Sc.	3
4.	Other (please specify)	4 _____

e. Have you completed courses in primary education?

1.	yes	1
2.	no	2

f. When did you last enroll for a university course?

1.	Within the past year	1
2.	1-5 years ago	2
3.	6-10 years ago	3
4.	11-15 years ago	4
5.	16-20 years ago	5

g. To which of the following professional groups do you belong?

1.	NTA Primary Special Interest Council	1
2.	School Administrators Council (SAC)	2
3.	Early Childhood Development Association	3
4.	Mathematics Council of N.T.A.	4
5.	Special Education Interest Council	5
6.	Other, please specify	6 _____

h. In which kind of school are you presently employed?

1.	Primary school	1
2.	Primary/Elementary school	2
3.	All grade school	3
4.	Other, please specify	4 _____

i. What grade do you teach?

1.	Kindergarten	1
2.	One	2
3.	Two	3
4.	Three	4
5.	Multi-grade, please specify	5
6.	Other, please specify	6 _____

j. How many children are in your class?

1.	Fewer than 20	1
2.	20-25	2
3.	26-30	3
4.	31-35	4
5.	36-40	5
6.	More than 40, please specify	6 _____

k. Have you ever held an administrative position?

1.	Yes	1
2.	No	2

If yes, please specify the type of position and the number of years in this position .

Type _____

Number of Years _____

PART II: PRIMARY TEACHERS
School Practices

A number of items about primary education and the primary school principal are listed on the following pages.

Please rate each item according to the following scale by circling the appropriate number at the right:

		Of No Importance	Of Little Importance	Important	Very Important
	According to my own perceptions, my principal considers:				
1.	the managerial role of the principal of a primary school is	1	2	3	4
2.	training for primary school principals in educational administration is	1	2	3	4
3.	a child-centered approach to teaching is	1	2	3	4
4.	the utilization of learning centers is	1	2	3	4
5.	thematic teaching is	1	2	3	4
6.	the principal's role as instructional leader of a primary school is	1	2	3	4
7.	the principal's role in providing teachers with current data on new teaching aids, materials and research findings is	1	2	3	4
8.	coaching of primary teachers in staff development strategies is	1	2	3	4
9.	the welfare of the child is	1	2	3	4
10.	primary school principals having knowledge of how young children develop and learn is	1	2	3	4
11.	having an educational background in administration and curriculum, but with a focus on curriculum is	1	2	3	4
12.	primary school principals having formal training in primary education is	1	2	3	4
13.	primary school principals having previous teaching experience is	1	2	3	4

		Of No Importance	Of Little Importance	Important	Very Important
	According to my own perceptions, my principal considers:				
14.	primary school principals having an educational background in administration and curriculum, but with a focus on administration is	1	2	3	4
15.	the intergation of subject areas in the primary grades is	1	2	3	4
16.	the learning of traditional subjects through projects and learning centers in the primary grades is	1	2	3	4
17.	the need for principals to attend inservice sessions given for primary teachers is	1	2	3	4
18.	providing primary teachers with sufficient equipment and materials for children's hands-on-experiences is	1	2	3	4
19.	the observation of primary children as the main method of assessing their progress is	1	2	3	4
20.	paying informal visits to my primary class are	1	2	3	4
21.	understanding the development and learning potential of young children is	1	2	3	4
22.	having parent volunteers in the primary school is	1	2	3	4
23.	having an active Parent Teacher Association (PTA) in a primary school is	1	2	3	4
24.	encouraging parents to visit primary classrooms as often as possible is	1	2	3	4
25.	active involvement of primary teachers in the planning of daily routines for both staff and students is	1	2	3	4
26.	active involvement of primary teachers in the planning of staff meetings is	1	2	3	4

		Of No Importance	Of Little Importance	Important	Very Important
	According to my own perceptions, my principal considers:				
27.	active involvement of primary teachers in the coordination and planning of instructional programs is	1	2	3	4
28.	informing parents about school activities through memos and letters is	1	2	3	4
29.	inviting parents to school assemblies is	1	2	3	4
30.	promoting pre-school activities for those children who will be starting kindergarten the next year is	1	2	3	4
31.	providing continuing support to me as I incorporate change into my classroom is	1	2	3	4
32.	providing training for principals in the proper techniques used in peer coaching is	1	2	3	4
33.	providing training of other teachers besides the principal in proper peer coaching techniques is	1	2	3	4
34.	addressing solely management issues during staff meetings is	1	2	3	4
35.	observation by the principal of primary teachers interacting with children in their classrooms on a regular basis is	1	2	3	4
36.	providing primary teachers with immediate feedback on observations of their teaching in the classroom is	1	2	3	4
37.	being a leader in staff development is	1	2	3	4
38.	being a colleague in staff development is	1	2	3	4
39.	discussing topics related to the primary school with other primary school principals is	1	2	3	4

Please answer the following statements by circling YES or NO.

40.	Primary teachers in my school visit other schools to see what is going on.	Yes	No
41.	My principal makes informal visits to my primary classroom. ..	Yes	No
42.	My school has parent volunteers.	Yes	No
43.	My school has an active Parent Teacher Association (PTA). ...	Yes	No
44.	I am involved in the planning of daily routines for both staff and students.	Yes	No
45.	I am involved in the planning of staff meetings.	Yes	No
46.	I am actively involved in revisions of school policies which deal specifically with primary children.	Yes	No
47.	I am actively involved in in the coordination and planning of instructional programs.	Yes	No
48.	Parents are informed about school activities through newsletters or bulletins.	Yes	No
49.	Parents are routinely invited to attend school assemblies.	Yes	No
50.	My school has a pre-school program for those children who will be starting kindergarten the next year.	Yes	No
51.	My school addresses solely management issues during staff meetings.	Yes	No
52.	My principal sometimes supervises children during recess and lunch time.	Yes	No

APPENDIX C

LETTER TO PRINCIPALS

Feb. 9, 1990,
P.O. 11, Green's Harbour,
Trinity Bay, Nfld.
AOB 1XO.

Dear Colleague:

As part of my Master's degree program in education at Memorial University, I am undertaking a survey of primary school principals and their primary school teachers with respect to the principal's role in the primary school. The study has been approved by your school board superintendent and the Department of Curriculum and Instruction at Memorial Universit, I would be grateful if you would complete the principal's questionnaire and distribute the other questionnaires and envelopes to the primary teachers on your staff.

Please return all completed questionnaires in the envelope provided before March 9, 1990. The questionnaires are anonymous and all replies will be treated in strict confidence. Thank-you for your time and effort in the distribution and collection of the survey material.

Yours sincerely,

Judy Cooper.

APPENDIX D

LETTER TO TEACHERS

Feb. 9, 1990,
P.O. 11, Green's Harbour,
Trinity Bay, Nfld.
AOB 1XO.

Dear Fellow Teacher,

As part of my Master's degree program in Early Childhood Education at Memorial University, I am undertaking a survey of primary school principals and their primary school teachers with respect to the principal's role in the primary school.

I would be grateful if you would complete the attached questionnaire, seal it in the envelope provided and place the sealed questionnaire in the large manilla envelope which your principal has before March 2, 1990. Please note that the questionnaire is anonymous and all replies will be treated in strict confidence. Thank-you for your time and effort in completing this questionnaire.

Yours sincerely,

Judy Cooper.

APPENDIX E

REMINDER LETTER TO PRINCIPALS

March 7, 1990
P.O. Box 11
Green's Harbour
Trinity Bay, NF.,
AOB 1X0.

Dear Colleague,

About two weeks ago you received a set of questionnaires for you and your teachers to complete. I appreciate that school is a busy place and filling out this form is time consuming, but every response is important to the accuracy of the study. If it is possible, please fill out your copy and remind your teachers to do so as well.

If you and your staff have already sent the questionnaires, please disregard this reminder and accept my thanks for your cooperation.

Sincerely,

Judy L. T. Cooper