

EFFECTS OF VARYING SCHOOL DIVISION CONTRACTUAL ARRANGEMENTS  
UPON THE INSTRUCTIONAL LEADERSHIP BEHAVIOR OF SELECTED  
ELEMENTARY SCHOOL PRINCIPALS IN VIRGINIA,

by

Andrew Temple Carrington,,

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APPROVED:

-----  
Glen I. Earthman, Mentor

-----  
Dennis E. Hinkle

-----  
Houston C. Conley

-----  
Robert J. Staaf

-----  
Wayne M. Worner

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## Chapter 1

### INTRODUCTION

The literature in the field of educational administration postulates that the principal of a school, particularly in an elementary school, is the instructional leader of that school. The literature does not, however, define this instructional leadership role in specific and distinct observable principal behavior. Writers in the field of educational administration do concede the basic definition that the elementary principal as instructional leader must assume certain obligations and responsibilities and perform certain duties which have a positive impact and effect upon the instructional program of the elementary school.

To clarify and broadly define the instructional leadership behavior of the elementary principal as used in this research is to say that the elementary principal as instructional leader of the school exists for the purpose of facilitating the successful accomplishment of the educational program for elementary students. In order to provide the services to students, the principal must broaden his concerns in such areas as curriculum and instruction, personal guidance, administration and managerial tasks, community relations, evaluation, and the professional improvement of teachers and himself.

To be an effective instructional leader, the principal must be able to organize the staff and the pupils in the school for the specific purpose of promoting effective instruction. The elementary principal must also function as a middle manager in relationships with superordinates and subordinates in the area of school administration. Based on selected research findings of the instructional leadership behavior of the elementary school principal, it may be concluded, according to Klopff, that:

It is the school principal with a philosophy and goal which can be communicated, with the competence to enable his teachers to function more effectively, and with management skills to develop a school environment rich with materials and human resources, who possesses the characteristics of this new breed. It is the principal who is responsible, as well, for his school and its program. As he determines with his staff and parents the goals for his school and the means by which they will be met, he is also accountable for the program outcomes. (Klopff, 1972: 119)

Instructional leadership, while being consistently held as the primary role of the principal, has been an extremely difficult challenge to elementary school principals in recent years. One factor which has contributed to this difficulty has been the rapidly changing needs and demands of those being educated. The emergence of teacher militancy and collective bargaining also have contributed to the challenges facing the elementary school principal in the performance of the instructional leadership role.

To further complicate the collective negotiations issue,

the Attorney General for the Commonwealth of Virginia, Andrew P. Miller, August 25, 1976, argued in the Arlington Circuit Court that by adopting collective bargaining agreements, the board of supervisors and school board for Arlington County "unlawfully abdicated and delegated to unions legislative powers and authority which have been granted to the boards alone." (Roanoke Times, October 5, 1976) Circuit Court Judge Charles H. Duff, however, ruled October 4, 1977, in favor of Arlington County because

"... the sole question in the case was whether, in the absence of any law either authorizing or prohibiting it, a county board or school board could enter into collective bargaining agreements with its employees." The Judge further concluded that "while local governing bodies aren't required to enter into these agreements, they have every right to do so if they wish." (Roanoke Times, October 5, 1976)

On January 14, 1977 the lower Circuit Court ruling was overturned by the Virginia Supreme Court. The Supreme Court decision, a 30-page opinion written by Justice Harry L. Carrico, said

"... the history of Virginia legislative intent has been 'overwhelmingly' against collective bargaining. For this court to declare the (Arlington) boards have the power to bargain collectively, when even the wisdom of incorporating the concept into the general law of the commonwealth is subject of controversial public and political debate, would constitute judicial legislation, with all the adverse connotations that term generates." (Roanoke Times, January 15, 1976)

The Virginia Supreme Court declared it a "singularly political question" which meant the final decision on the question rests with the Virginia General Assembly (Roanoke Times, January 15, 1977). The ten school divisions that have collectively negotiated master contracts have continued in their efforts to reverse or override the Supreme Court decision and are continuing to honor their collective negotiated contracts with the local teacher associations. The collective negotiations issue in the Commonwealth of Virginia, therefore, continues in deep controversy.

The sudden surge of collective negotiations between boards of education and teacher organizations in other states, however, has placed the elementary principal in the position of "the person in the middle." The line-and-staff diagrams of a school division places the principal between the superintendent and the teaching staff. The principal is usually nominated for assignment by the superintendent, is the personal representative of the superintendent and the board of education, and has legal and moral obligations to the school division. Correspondingly, the elementary principal is the instructional leader of the teaching staff, has usually been selected directly from a teaching position and, therefore, is generally expected to understand and represent the teacher's point of view. The principal has become "the person in the middle" because in no



instance can he successfully represent those groups with competing interests.

The literature in the field of educational administration states that principals who administer master contracts have found that their role as instructional leader of their school has been diminished by teacher organizations negotiating directly with the board of education (Erickson 1965, Brandstetter 1970, Lutz 1970 and Smith 1970). Teachers acting in concert have gained and are exercising the right to participate in determining rules and regulations which the elementary school principal is expected to administer. Teachers are exercising legal power to monitor and expose the administrative performance of the principal, while the principal's legal power to monitor and expose the teacher's performance is declining (Gilroy 1967). Still, the principal as instructional leader is expected to make appropriate personnel adjustments and decisions to best administer the facility and staff in relation to the high level of responsibility and expectations established by the superintendent and the board of education.

In summary, the elementary principal is the administrative arm of the school superintendent and the board of education in the school. This relationship remains whether or not he is administering under a collectively negotiated master contract between the board of education and the teacher organization.

Therefore, it appears that there is a need for statistical data which compares how teachers and principals perceive the elementary principal as the instructional leader of the elementary school in school divisions which have collectively negotiated master contracts and those which have no contractual arrangements.

## THE PROBLEM

### Purpose of the Study

The purpose of this study was to analyze principals' and teachers' perceptions of the instructional leadership behavior of the elementary school principal in school divisions which have varying contractual arrangements. The purpose was to determine if significant differences exist in perceptions of the instructional leadership behavior of the elementary principal as held by elementary school principals and elementary school teachers in school divisions which have varying contractual arrangements.

### Statement of the Problem

The elementary principal's behavior as expressed in literature in the field of educational administration is defined as the instructional leader of the school (Klopf 1972, Misner 1973, McCleary and Hensley 1970, Goldman 1966). The literature also suggests that the principal's instructional leadership behavior has diminished because of collective negotiations between boards

of education and teacher organizations. It seems reasonable, therefore, to assume that because of negotiated contracts which assure a greater teacher role in decision-making for instructional matters, the instructional leadership behavior of the elementary principal may have changed. This research study would ascertain the answer to the following question: What are the degrees of divergence or congruence between the perceptions of the instructional leadership behavior of the elementary school principal as held by elementary school principals and elementary school teachers in school divisions which have varying contractual arrangements?

#### Null Hypothesis

The null hypothesis put forth in this study is: No significant differences exist in the perceptions held by elementary school principals governed by collective negotiated master contracts, elementary school principals governed by no contractual arrangements, elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the instructional leadership behavior of the elementary school principal.

#### Sub-Hypothesis (Null)

1. No significant differences exist in the perceptions

held by elementary school principals governed by collective negotiated master contracts and elementary school principals governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal.

2. No significant differences exist in the perceptions held by elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal.

3. No significant differences exist in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by collective negotiated master contracts with respect to the "actual" instructional leadership behavior of the elementary school principal.

4. No significant differences exist in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal.

5. No significant differences exist in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by no

contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal.

6. No significant differences exist in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by collective negotiated master contracts with respect to the "actual" instructional leadership behavior of the elementary school principal.

7. No significant differences exist in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school principals governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal.

8. No significant differences exist in the perceptions held by elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal.

9. No significant differences exist in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by collective negotiated master contracts with respect to the "ideal" instructional leadership behavior of the elementary school principal.

10. No significant differences exist in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal.

11. No significant differences exist in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal.

12. No significant differences exist in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by collective negotiated master contracts with respect to the "ideal" instructional leadership behavior of the elementary school principal.

#### Delimitations of the Study

This study was limited to the following framework of research:

1. It was confined to five school divisions in the Commonwealth of Virginia that operate under a collective negotiated master contractual arrangement between the board of education and the local teacher organization and five school divisions in the Commonwealth of Virginia that operate under a no contractual arrangement between the board of education and the local teacher organization.

2. It was further confined to the principal and the full-time teaching faculty in one elementary school of each of the ten school divisions. Elementary schools participating totaled ten.

### Basic Assumptions

1. It is assumed that the responses to the Instructional Leadership Behavior Questionnaire (ILBQ) by the principals and teachers reflect their true opinions.

2. It is assumed that the process of randomization resulted in an accurate representation of the population.

3. It is further assumed that the information gathering instrument, the Instructional Leadership Behavior Questionnaire; and procedures selected provided a systematic means for collecting data from which valid and reliable findings, conclusions and recommendations for further research were drawn.

### Significance of Problem

This problem is most significant because it is hoped that this research study will prove helpful in assisting education professionals and lay persons to better understand the "actual" and "ideal" instructional leadership behavior of the elementary school principal working under a collective negotiated master contract between the board of education and the local teacher organization as contrasted to the behavior of the elementary

school principal working under no contractual arrangement between the board of education and the local teacher organization.

This study may, therefore, provide information that can lead to a better understanding of the instructional leadership behavior of principals in the elementary school setting and thereby assist in the training and evaluation of men and women entering the elementary school principal field. Finally, the research findings may lead to further statistical research on how the principal's instructional leadership behavior has changed.

#### ORGANIZATION OF THE STUDY

The introduction, purpose of the study, statement of the problem, delimitations of the study, basic assumptions, null hypothesis, sub-hypotheses (null), significance of the problem, and the organization of the study are described in Chapter 1.

A review of related research studies and selected literature are presented in Chapter 2.

Methods and procedures, the population sample, measuring instrument, principal orientation, teacher orientation, sources and collection of data to differentiate the perceived dispositions of the elementary school principals and their fulltime teaching faculties are presented in Chapter 3.

The analysis and validation of the null hypothesis and the sub-hypotheses (null) are presented in Chapter 4.

A summary of the research, conclusions and recommendations for further research are presented in Chapter 5.



## Chapter 2

### REVIEW OF LITERATURE

Elementary school principals are constantly being urged to exert instructional or educational "leadership" and to become instructional or educational "leaders." There is no doubt about it: educational administrators are expected to be leaders. The review of literature related to the elementary school principalship indicated many tasks and duties have to be performed by the principal as the instructional leader of the school.

#### THE ROLE OF THE PRINCIPAL IN INSTRUCTIONAL LEADERSHIP

Fiorello (1973) has developed four statements that identify the principal's instructional leadership:

1. Leadership as a set of personality traits implies that the administrator is superior to his workers, stresses the personal, individualistic qualities of a leader and research demonstrates the importance of certain attributes in leaders such as social skills, ambition, and social direction such as diplomacy and poise.
2. Leadership as social relations directs attention to the basic nature of leadership, the demands made by one party on another. Thus, leadership depends on one's function in a group. This view recognizes the importance of a leader's sensitivity in a bureaucracy where subordinates and superordinates must be appeased.
3. Leadership as a set of functions sees leadership as certain managerial functions, such as formulating policy and maintaining the organization's functional autonomy.

4. Leadership as a social process considers leadership to be social interaction consisting of five elements: agent, inducement process, subordinates, induced behavior, and a particular objective or goal.

Bogardus (1934) has stated: "Leadership arises out of energy, intelligence, and character. Energy is the sheer ability to act. Intelligence is energy enjoyed in solving problems. Character is energy and intelligence organized in relation to social situations." (p. 18)

Textbooks and periodicals dealing with the principal's function are mixed. Some writers encouraged principals to place more stress on the supervisory and professional leadership aspects of their function while there existed several writers who were not of that opinion.

Reavis (1953) emphasized that no greater test of leadership exists on the part of an elementary school principal than his positive influence on the professional development of the staff. Drummond, Goodlad, and Spain (1956) stressed that the elementary principal holds a key position in the improvement of the professional staff in the building. Corbally, Jenson and Staul (1965) speaking about the secondary school principal stated that "despite the frustrations of administration and demands on his time that the improvement of instruction is his most important responsibility." And in 1967, Stewart said that the principal's true function is educational leadership and that his primary concern must be the instructional program of the school.

One of the early writers in the field of school administration, Ellwood P. Cubberley (1923) identified the instructional leadership responsibility of the principal.

To be a good principal one should be a good teacher, should know the details of school organization and administration, and should have a reasonably satisfactory philosophy of the educational process which he is to supervise. These may be regarded as rather fundamental prerequisites. The principal ought to be able to take a class from any teacher and teach it well, and he ought to know the details of school organization and the reasons for doing things in certain ways better than all except a few of his older and more capable teachers. In educational grasp, as shown by his ability to supervise and to give reasons for doing things, he ought to be distinctively the educational leader of his school.

While the public schools have undergone significant changes since Cubberley stated his conception of the role of the school principal, and considerable research in the area of school administration has taken place since then, the educational leader concept has been a consistent theme. Samuel Goldman (1966), when writing about the principal's function, stated:

The central focus of all administrative effort should be upon the development of a program that will provide rich educational opportunities for each student. In most cases major responsibilities for developing such a program at the school building level is vested in the school principal. It is his responsibility to insure that the educational program in his school is as good as available sources permit.

Stoops and Johnson (1967) saw the elementary school principal as having several roles, but "none can equal that of being the educational leader of his school."

Educational leadership, while being consistently held as the principal's role, has been an extremely difficult challenge to school principals in recent years. One Challenge has been the natural growth of the changing needs and demands of those being educated. The emergence of teacher militancy and collective bargaining have been other challenges to the principal in the performance of his role.

To be effective as an instructional leader, the principal must be able to organize the professional and nonprofessional staff and the pupils in the school for the specific purpose of promoting effective instruction. The principal must also function in the realm of middle management in relationships with superiors and subordinates in the area of school administration. Griffiths (Goldman, 1966) saw the middle management problem in the following manner:

A key administrative position in the public schools is that of principal. As the "man-in-the-middle" posed between central administration and the teaching staff, the principal must put into operation the policies of the school district while, at the same time, he must meet the personal and professional needs of the teachers. While at times these factors may be congruent, at other times they are in conflict. The position of principal incurs other conflicts as well. While the central administration and the teachers hold certain expectations of the principal, community groups may have other views which further complicate the life of the principal. Moreover, the principal's professional organizations may set expectations which are in conflict with all the groups mentioned above. It is into this cauldron that many "mere" men are thrust.

The principal has much to contribute to the curriculum program. He is the one person who is concerned with every aspect of the life of the school. His interest in its success provides a strong and direct motivation for efforts to secure curriculum improvement. The principal is better able than anyone else to discover the needs of the school. He knows the best contributions that the members of the staff can make. ". . . His interest in the growth of his teachers requires that he should have responsibility for the best single means for securing the growth-work on the curriculum." (Spalding, 1956: 35)

By the very nature of the position, no other person in the school has more influence on the educational program than the principal. He leads the parents, the general public, the staff, the school board, and others within the profession. Leadership is a function, not a position (Stoops, 1967). McNeil states:

The principal soon discovers that leadership is not a definable thing-in-itself; it is, rather, a pattern of interpersonal relations and a manner of fulfilling certain role responsibilities. Its many dimensions pose a problem of selection and artful mixing of components, functions, and skills to produce what others will judge to be good or bad leadership. (McNeil, 1967: 27)

Stoops and Johnson (1967) state that, "supervision of the instructional program is, without question, the most important role the principal must play. If the educational program is not effective, the principal has failed." It is his duty to see that all the agreed-upon goals and purposes of education are met insofar as it is possible

to do so. Since the principal cannot educate children by himself, he must depend upon the teachers. It is, therefore, his responsibility to assist and guide them in producing quality teaching.

Burton and Brueckner (1955) emphasize that supervision, if it is to achieve its central purpose of improving instruction, must provide:

1. Leadership that develops a unified program and enriches the environment of all teachers.
2. The type of emotional atmosphere in which all are accepted and feel that they belong.
3. Opportunities to think and work together effectively as a faculty group.
4. Personnel procedures that give the teacher confidence in the school system.
5. Program change based on honest evaluation. (pg. 22)

The function of supervision is to help the teacher grow in ways which stimulate learning; this being true, it follows that the main function of the principal involved in supervising is leadership, and the discovery and motivation of leadership in the group (Misner, 1973).

Some writers in the field of educational administration have advocated that the instructional leadership role of the principal in the elementary school is becoming less accepted and needed. As teachers have become more professionalized they have acquired greater expertise and will have to be governed more and more by the internalized norms of

their profession. The development of new devices such as audio and video equipment and new techniques such as the employment of supervising teachers and directors of instruction have contributed greatly to the improvement of instruction in the classroom while lessening the need for instructional supervision by the elementary school principal. Erickson (1965) suggested that the emerging role of the principal was to be "strategic coordinator." By this, he meant "rationally and artfully combining the discrete human and material components of a school and its community to form a functioning whole, an educational instrument for a particular group of students at a particular juncture in time." (p. 16)

The point emphasized is that the principal's relationship with teachers has already changed. Instead of a mother or father-figures, a boss, or a supervisor, the principal has become a co-worker, a fellow professional who specialized in coordinating the activities that go on in the school. Thus, the principal's function has shifted from one of supervision to one of coordination and leadership. This can be illustrated by comparing the supervisory activities performed by elementary school principals in 1948 with duties suggested by more contemporary writers in the field of educational administration.

While comparable data are not available for 1968 so that the extent of changes occurring in the last two decades can be demonstrated, the following list of leadership responsibilities of principals shows how some authorities viewed this aspect of the principal's role:

1. Leading his staff in the identification of important barriers blocking improvement.

2. Suggesting fruitful ways in which problems might be approached or studied.
3. Participating with individuals and groups in designing guidelines for problem solution.
4. Allocating necessary organizational resources (time, consultants, source material, equipment, finances) to further work of staff members on problems of educational significance.
5. Assisting staff personnel toward maximum growth in terms of skills, information, values, and processes that may be derived from in-service opportunities.
6. Interpreting and evaluating in-service experience of staff members.
7. Supporting the efforts of staff personnel motivated toward inquiry and the improvement of professional performance.
8. Fostering exchanges among professional personnel. (McCleary and Hensley, 1970: 290)

Supervision is not limited solely to the improvement of instruction. It should be concerned with improvement of all factors which influence the growth, development, and education of children. The principal, therefore, in his supervisory functions, must at one time or another be concerned with (Stoops and Rafferty, 1961):

1. Curriculum
2. Community life
3. Discipline and behavior
4. Equipment and supplies



5. In-Service training
6. Retention and Promotion
7. Professional relations
8. Extracurricular activities
9. Personal problems of teachers

In summary, most writers in the field of educational administration view the elementary school principal as the instructional leader of the school. Still, there are several writers of the opinion that the elementary principal's function in instructional leadership has decreased. Today, the principal exercises his instructional leadership responsibility differently, but he is still the recognized instructional leader of the school. No longer does he simply tell the teachers what to do, but he now encourages, supports, and facilitates their efforts at professional growth and provides and coordinates personnel and students and materials necessary for instructional improvement.

#### THE ROLE OF THE PRINCIPAL IN COLLECTIVE NEGOTIATIONS

At the outset of collective bargaining between school boards and teacher groups, most principals seemed uncertain as to whether or not they should participate (Whittier, 1969). Early opinions among principals ranged from a desire to remain detached from collective bargaining for fear of jeopardizing their relationship with teachers, to a preference and concern that building administrators be involved in all aspects of collective bargaining lest they lose significant decision-making authority to the faculty. Eventually, the latter

conception of the role of the building administrator in collective bargaining prevailed, as evidenced by Epstein's statement in an official document of the National Association of Secondary School Principals:

The members of NASSP feel very strongly that principals and other administrators must be included in every phase of collective decision making whenever their fate and that of the schools for which they are responsible are to be determined. (Epstein, 1965: 57)

Statements published by The National Elementary Principals Association during the 1960s showed that it, too, supported the concept of involving the principal in all aspects of collective bargaining that affect his role (Department of Elementary School Principals, 1969).

While the official position of the principals' associations and the eventual opinion of most principals was that the principal should be involved in all aspects of collective bargaining between school boards and teachers that affect the principal's responsibility, this concept was not immediately accepted by either of the latter two groups.

In the early years of collective bargaining, many teachers and school boards seemed to feel that the building administrator should be excluded from the process of collective bargaining; surprisingly, most superintendents seemed to concur (Thompson, 1968).

In the sudden surge of collective negotiations between school boards and teacher organizations, the school principal found himself to be the man in the middle. Very little had been written, said, or thought about how the principal should perform in the changed

environment of our public school systems (Jones, 1967).

The principal found himself caught in the middle between management and the teaching staff. If he is drawn into being part of the management team, his role as an instructional leader is in jeopardy (Shuster, 1973). Action has been taken in many states to exclude the principal from professional classroom teachers' associations and unions. In some cases, neither the board of education nor the teachers have decided to which side the principal belongs (Minney, 1970).

When elementary school administrators are a part of the teacher negotiating unit, they are usually placed in the position of aiding in the reduction of their own authority to carry out their traditional administrative function. The arguments for and against including the principal on a teachers' negotiating team have been stated succinctly by King (1967).

Arguments against including the principal on the teachers' team include: (1) A fear of administrative coercion. (2) An apparent or assumed conflict of interests. (3) A weakening of the teacher position if the interests of the principal are considered. (4) A "suspect" attitude toward the principal as the superintendent's agent. (5) A feeling that the principal's role as a member of the teachers' group is incompatible with its role as the first rung of the administrative ladder in all grievance procedures.

Arguments for inclusion are: (1) Administrative and faculty concerns cannot rationally be separated. (2) A common sense approach to problems avoids coercion. (3) The process democratizes and actually strengthens administrative authority. (4) Both principals and teachers are agents of the board of education. (5) Involving principals assures that their major needs will be considered. (p.46)

The elementary principal has found that teacher negotiating teams have negotiated away some of the power originally given to the principal by the board of education. Such factors as class size, pupil discipline, teacher assignments, promotions, and transfers were powers once given to the principal, but they have now been negotiated into teacher agreements (Shuster, 1973). Redfern (1968) pointed out, however, that "the principal has been charged with the responsibility for making final decisions and is accountable for them."

Finally, Minney (1970) in an extensive analysis of the principal's function in collective negotiations, concluded that the leadership role of the principal has been greatly diminished by the negotiating process. He feels the reasons for this condition are:

(1) an effective and equitable role for principals has not been clearly formulated and activated; (2) the traditional chain of command has been discarded as teachers have taken their grievances directly to the authority which ultimately has the power to finalize decisions--the board of education--administrative team; and (3) teacher organizations are using the powers which are inherent in the negotiation process as a means of enforcing their demands for an effective voice in regulating all facets of the educational program. (p. 150)

The National Conference on Professional Negotiations, sponsored by the Department of Elementary School Principals, indicates that the principal's prestige and status increase if he aligns with the board of education, but there is also the fact that this alignment might cause a breakdown in his rapport with the faculty. If principals align themselves with teachers, the following benefits might accrue:

(1) better communications, (2) greater mutual respect, (3) less autocratic behavior, and (4) better teacher understanding of the principal's problems. On the other hand, certain negative results might occur: (1) the principal's relationship might be jeopardized by his role in grievance procedures, and (2) the relationship gives overall appearance of too great idealism (Department of Elementary School Principals, June 1968).

Negotiations on "working conditions" in the schools has to some extent substituted centralized decision-making for decentralized decision-making on the management side. School principals have lost significant discretion in this process, and in a number of school systems they not only resent this loss, but are actually undertaking organizing themselves as a means of securing a stronger voice in such centralized decision-making, if not to check and reverse the trend itself. Although the impact of the negotiated agreement on the local school principal and other administrators in the hierarchy is often considerable, what is perceived by school administrators to be at least a necessary minimum of discretion and flexibility is being maintained and protected.

While the principals' actions in the assignment of teachers to subject areas have been made responsive to the negotiated rules, and while, in many instances, their decisions are subject to challenge through the grievance procedure, most boards of education have resisted depriving the local school administration of all flexibility and most principals still seem able to exercise at least a minimally adequate degree of discretion in assigning and programming (Perry, 1975).

The principal as the instructional leader of a school (Gilroy, 1969) has responsibility for rating teachers, for assigning them to their duties, for disciplining them or effectively recommending disciplinary action, for effectively recommending them for promotion or dismissal. The principal is also charged with effectuating the rules and policies under which teachers function. Further, the principal is responsible for the operation of the school regardless of the impediments caused by virtue of strikes, and the withholding of services. Rhodes in 1967 stated: "Within the school, the principal has these four essential responsibilities under collective negotiations:

1. Representing management's position
2. Maintaining effective operation of the school
3. Implementing the collective negotiations agreement
4. Representing management in Step 1 of grievance procedures."

The principal (Rhodes, 1967) is the arm of the school superintendent and the school board in the school. There is no other way of looking at the principal's job in terms of these responsibilities. True, the principal is the chief instructional leader in the organization of many schools, he carries curriculum responsibilities in many schools, but he is, in the collective negotiations and staff relations contexts, the management representative in the school.

Gilroy in 1967 noted that teachers are gaining and exercising the right to participate in determining rules and regulations which the principals are expected to administer. In essence, teachers

acting in concert are exercising the right to monitor and expose the administrative performance of principals, while principals' right to monitor and expose the teachers' performance is declining. Yet, principals are expected to administer the building in relation to the high level of responsibility and expectations established by the superintendent and board of education.

If a strike or work stoppage is threatened by teachers in a school district, the principal of each school would have the responsibility to urge teachers to obey the law, and to plan for the potential emergency of such work stoppage. Typically, a principal might call a faculty meeting or distribute a notice to all teachers pointing out their responsibility under their contract or under state law as well as the moral responsibility to provide instructional service for children (Rhodes, 1967).

In the event that some or all teachers did in fact withhold their services, it would be the principal's responsibility to process disciplinary cases arising from such action. As a representative of management, the principal would have no alternative but to report teachers who absented themselves, to enter memoranda in the teachers' files noting the fact, and noting such disciplinary action taken against them.

Glass (1969) noted that there was a "growing indication among teachers and their organizations to take direct action (strikes)." In 1966, there were thirty teacher work stoppages (strikes) in

the United States while the previous ten years had produced only thirty-five. In 1969 and 1970, there were 183 and 117 work stoppages respectively (U. S. Department of Labor, Bureau of Labor Statistics, 1958-1975).

Shuster (1973: 358) states, "the principal, obviously has an important stake in teacher negotiations. He (the principal) possesses certain expertise which must be utilized in any bargaining situation affecting his school." King (1967) has identified at least four methods for utilizing the principal in the negotiating process:

1. A joint review with principals (or principals' representatives if in large cities) siting with the superintendent or the board to cooperatively review, analyze, and evaluate the demands of teacher negotiators in terms of positive or negative effect on school management and quality of education. The joint review becomes the basis for the board-superintendent response in negotiations.

2. Representatives of a principal-supervisor team may be permitted full-fledged membership on the board's negotiating team.

3. Representatives of a principal-supervisor team may sit in on three party conferences with boards and teachers.

4. A series of teacher-administrator negotiation units may work on various areas and transmit conclusions to superintendent or board to be worked out with teacher negotiators. (p. 32)

Shuster (1973) states, "perhaps the principal's role in collective negotiations with teachers is best defined as that of consultant to both the board of education and the teachers. The principal's expertise is best recognized when he advises negotiating teams--management and



teaching--concerning those conditions of employment that directly affect the operation of the educational program."

The elementary school administrator's position in the negotiating process continues to be debated. The laws under which the administrators are functioning condition the ways administrators can participate in negotiations. The general thrust of negotiations needs to be clear to principals, so that they may give boards of education, superintendents, and coworkers advice and direction which will be beneficial rather than obstructive to the principal's role as the instructional leader of the school as he seeks to improve the educational program.

#### PERCEPTIONS OF THE PRINCIPAL'S ROLE

Several studies have been conducted in the field of educational administration which deal with perceptions of the principal's role in education. Those basic to this present research will now be discussed. In 1957, the National Education Association Research Division surveyed principals throughout the United States to determine their opinions regarding their role. Of all principals who reported, 54 percent believed they were recognized as leaders, 41 percent believed they were recognized as supporters, and 5 percent felt they were regarded as followers. Table 1 shows the results of this summary (NEA, Research Division, 1958).

Several studies have highlighted the nature and extent of inter-reference-group conflict. Using a list of fifty-three role expectations of the principal, Frazier (1964) conducted 150 individual

Table 1

Principal's Role in Instructional Leadership, NEA, Research Division,  
1958.

| View                      | Supervising<br>Principals<br>% | Teaching<br>Principals<br>% | All<br>Principals<br>% |
|---------------------------|--------------------------------|-----------------------------|------------------------|
| Recognized as a leader    | 59                             | 28                          | 54                     |
| Recognized as a supporter | 39                             | 54                          | 41                     |
| Recognized as a follower  | <u>2</u>                       | <u>18</u>                   | <u>5</u>               |
| TOTAL                     | 100                            | 100                         | 100                    |
| Number of replies         | 2,000                          | 410                         | 2,410                  |

interviews in Oregon school districts with superintendents, principals, and teachers who indicated their expectations for the principal. Twenty-seven major differences were noted among the respondent groups, the bulk of the differences being between superintendents and teachers. These difference, moreover, were dispersed across a variety of role functions. Similarly, Falzetta (1967) used a list of forty-seven role items to obtain the expectations for the role of the principal held by 250 superintendents, 250 principals, and 250 teachers in New Jersey. On twenty of the forty-seven items there were significant conflicts in expectations for the principal's role. From a study in Texas of the decision-making role of the principal, Newberry (1966) also concluded that there are significant differences in the perceptions of the principal's domain of decision-making in several task areas as perceived by superintendents, teachers, and principals themselves. Similarly, intergroup differences were found in other studies, not only for the actual role expectations but also for the idealized role expectations of the principal (Smith, 1965; Strick, 1971).

In addition to differences in expectations for the principal's role, there are differences in the perceptions of his actual role behavior. Utilizing twenty-six behavioral categories, McNeil (1967) observed the on-the-job behavior of a sample of Texas principals and obtained parallel measures of each principal's behavior from the subjects themselves and from their superintendents, teachers, and school secretaries. Although the principals' and the teachers' observations agreed more closely with the researcher's observations than

did either the superintendents' or, surprisingly enough, the school secretaries' observations, none of the reference groups were in high agreement, either among themselves or with the observer, in their perceptions of the principal's actual role behavior. Lark (1971) similarly found substantial disagreement in perceptions of the actual role behavior of assistant principals.

Some of the intergroup differences, of course, might be expected because of such existential factors as age, training, hierarchical organization position, and the like, as well as the perceptual factors of intraceptive and communicative distance. But it is of value to the principal to know whether the intergroup differences are systematic. Several studies have examined this issue. Utilizing the nomothetic-transactional-idiographic framework for assessing the role expectations of principals, Moser (1957) discovered that the principal's teachers and superintendent subject him to markedly different sets of leadership expectations and that the principal's behavior varies according to whether he is with superiors or subordinates. The principal was found to emphasize nomothetic behavior (stressing goal achievement, institutional regulations, and centralized authority) in relations with the superintendent and idiographic behavior (stressing individual needs and wants, minimum rules, and decentralized authority) in interactions with teachers.

In a more recent study, Muse (1966) utilized the same social systems framework to examine not only the responsibilities but also the leadership orientation desired by the principal and his alter

groups. A number of significant differences were found to exist between principals and their reference groups in their expectations for the principalship. As in Moser's study, moreover, there were distinct preferences for certain leadership styles. Whereas the principals preferred a nomothetic leadership style, their organizational subordinates expressed a greater desire for the principal to display an idiographic leadership style.

Cleavages within the teacher group in expectations for the principal's role are probably more typical than unusual - old timers - newcomers, music boosters - athletic boosters, discipline-oriented - child-centered, traditional - innovative, academic - vocational, lower grades - upper grades, are but a few examples. Neville (1963) found, for example, that male-female differences were apparent in teachers' real and ideal expectations for the supervisory role of the principal.

In a study conducted in thirty-one Wisconsin school systems, teachers were asked to express their expectations for administrative decision making concerning twenty-five functions, such as providing for a program of in-service training, orienting new staff members, selecting textbooks, evaluating the curriculum, regulating pupil conduct, and preparing the school budget (Eye, 1966). Sharp differences appeared in what teachers expected the principal's role to be. Faculties in some schools were almost equally divided about whether the principal "positively should" or "absolutely must not" exhibit the behavior described -- not simply on a few but on many items.

McCumsey (1967) investigated 100 principals and 300 teachers in schools in the North Central Association. Half of each population operated in districts under collectively negotiated contract. There was no conclusive evidence that professional negotiations had any significant effect on the decision-making functions of the principal in the internal management of the school.

However, principals and teachers in schools involved in negotiations agreements tended to make more decisions exclusive of central office involvement than did teachers and principals in districts not involved in negotiations agreements.

A similar conclusion was reached by Guilli (1972) who studied two public school districts, one had a written agreement with a teacher organization and one did not. No real differences were found among perceptions of principals and teachers both within and between these groupings in the degree and method of teacher involvement or expectations in decision making.

Morton (1972), however, tended to disagree with his conclusions. He concluded that there were changes in decision making after school districts had experience in professional negotiations. He suggested a trend toward more central office and teacher cooperative decision making as well as toward more principal and teacher cooperation in the decision-making process.

Butkiewicz (1973) conducted a study of public school principals and found that professional negotiations between teachers and boards of

education have forced the principals to adopt a shared decision-making manner of administering the schools. Principals perceived the greatest role changes to occur in two basic functions: personnel management and instructional leadership. In the latter case professional negotiations were seen as a strengthening agent since they dispelled many fears expressed by writers.

One fear found to be without merit was that the principals would suffer role depreciation to that of the keeper of the keys and procurer of supplies. The principals perceived the least change in the functions associated with plant management and pupil services. Butkiewicz's findings conflicted with those of Morton in the level at which decision-making tended to occur after negotiations for Butkiewicz concluded that decisions previously made at the school level have moved up the hierarchical decision-making ladder.

It appears that current data support the notion that professional negotiations tend to affect the decision-making process of principals. Early studies generally showed little or no impact while recent studies suggest a definite influence of professional negotiations on the sharing of decision-making. An explanation for this change could well reside in the fact that most data are based on principals' perceptions and often there is a reluctance to want to believe that a change in power status is occurring. However, if these changing conditions persist over time, it is only natural that a mature population of professionals would acknowledge the new forces at play on the principalship.

Recent studies of collective negotiations in relationship to the authority of principals conclude the principals' supervisory roles have been seriously impaired by negotiations. Smith (1970) examined principals in 166 Illinois school districts with collectively negotiated contracts and reported that in general principals tended to be unhappy about their inability to carry out many responsibilities because of limitations imposed by contract.

In a study of principals in schools throughout the United States, Brandstetter (1970) reported principals perceived that negotiated agreements have curtailed their supervisory authority in several functional areas. These areas included teacher transfer, teacher evaluation, assignment of daily schedules, teaching load, faculty meetings, level and subject of program, extracurricular sponsorships, extra duties, teacher committees, and coverage of classes of absent teachers. Brandstetter asserted that the restrictions imposed on principals by negotiations were greater than those imposed in regular policies of the board of education in districts without negotiation. Nevertheless, he indicated that many principals circumvented contractual restrictions by using alternatives developed informally.

Frank Lutz (1970) also found severe limitations on the authority of the principal under collective negotiations. In his study of principals in New York City, he noted that "traditional supervision," including even the "democratic supervision of the 1950s,"



was a dead concept in education. He contended that principals remained administrators, providing the educational climate for learning, but were no longer leaders.

However, he suggested that successful principals--those able to exert leadership despite contractual limitations--exercised a pattern of behavior combining the encouragement of joint participation in rule-making with teachers (representative leadership) and the ignoring and modification of certain contractual rules (mock leadership). This pattern of behavior appeared to conform with the informal alternatives noted by Brandstetter.

A variable impact on principal leadership was reported in three studies of collective negotiations. Investigating the perceptions of school principals operating under negotiated contracts, Trost (1969) found principals as a group believed that negotiations did not diminish the responsibilities of the principals but simply ended the exercise of absolute authority of some of them. In general, Trost found that negotiations had given the principals broader responsibilities.

According to Rebholz (1972), in an examination of the attitudes of superintendents, principals, and teacher organization leaders in Wisconsin and New Jersey, principals reported that their leadership role had declined in such areas as teacher assignment and the personal and academic freedom of teachers, but in most other areas of authority their role remained relatively unchanged.

Moreover, despite their acknowledgement of difficulties, the principals expressed satisfaction with the results of negotiations on

most contract items. Renaud (1973) studied a sample of elementary principals in Southern California, finding that while many principals reported that under negotiated contracts their leadership responsibility was shared--moderately--with teachers, many more found their leadership role increased in such areas as personnel administration, educational program, management, and community relations.

Butkiewicz (1973), in his examination of school principals concluded that unilateral decisions were reduced, but the general effectiveness of the decision-making process was increased and that principals, while admitting the impact of negotiations on their role, were not "overly concerned."

In his study of the administrative duties of principals in districts of 1,500 students or more in Indiana and Michigan, Potts (1970) concluded that the existence of compulsory negotiations--as in Michigan--had no relationship to the principals' performance of administrative tasks.

Studies of the effect of the work load on functions performed by the principal as a result of negotiations showed considerable variation. Potts (1970) found that no significant interaction existed between the condition of employment and task performance categories. Negotiations, thus, have not diminished the responsibilities of principals but, indeed, have given them broader responsibilities in the district.

Along the same lines, Smith (1970) found principals expressing concern about several tasks areas, such as determining class size,

making student transfers from one class to another and disciplining students. The consensus of principals was that these were not appropriate items for bargaining table struggles, but should be discussed and determined through professional study and evaluation and, if abuse occurs, through grievance procedures.

Predictions of deteriorating relationships between principals and teachers and a loss of job satisfaction among principals have been common. Empirical evidence can be marshalled both to support and reject such predictions.

Two studies supported the view that personal relationships between principals and teachers have worsened. Trost (1969) reported that among school principals in Michigan, relations with fellow administrators appeared to have improved, but relations with teachers had become more formal and occasionally even strained.

Similarly, Smith (1970) in his study of Illinois principals indicated that the working relationships between principals and teachers had become less pleasant and cooperative since negotiated contracts were signed; and that "cooperation and warmth," which formally existed, had been replaced by a coldness and lack of interest in administrative-teacher activities.

In summary, the variety of results from the research studies cited that dealt with perceptions of the principal's instructional leadership role did not as a whole find any conclusive results to exactly determine what the principal's instructional leadership role is. Nevertheless, the principal is still considered the

instructional leader of the school whether serving under no contractual arrangement or serving under a collective negotiated master contract arrangement with the teaching staff. However, it does appear that the principal has found his instructional leadership behavior affected to some degree by collective negotiate contracts. The principal's role as the instructional leader is not destroyed, but it has changed. Therefore, the elementary school principal will have to understand how to share decision-making power while exercising the role as instructional leader of the school.

#### THE CHANGING ROLE OF THE PRINCIPAL

Faber and Shearron (1975) have given three reasons for the changes in the role of the principal and these are:

1. Changing values of the American people
2. Changes in the administrative theory and practice
3. Changes in the elementary school

The authors noted that changes from the traditional values to new and moderate ones are causing people to question and reject personnel practices. Changes from the traditional values and role of the principal as being the superior and the fittest have given rise to the forming of unions, importance of social responsibilities and relationships, paricipative decision making and overwhelming changes in administrative theory and practice. The elementary school has had numerous changes such as size increases, increased professionalism of the teaching staff and increased public expectations. The elementary school is not only

responsible for academics but the child's health and emotional adjustment as well. School principals today administer a larger school within a larger school system. The principal, thus, must relate to a more specialized and larger central office staff which is better prepared to meet school objectives. The principal's role and approach seems to be changing from one of supervision to one of coordination and leadership.

Erickson (1964) studied the changing role of the principal and in his analysis found the model of "instructional leader" as being archaic. He found that it must be replaced by a new role conception which defines the responsibilities in different terms. He described six images which principals have of themselves. They are "housekeeper" with a smooth operating building, "Daddy" who is a teacher's protector, "super-teacher" which is incompatible with teacher militancy, "foreman" who sees that teachers follow advice, "change agent" who is probably most successful in accommodating to collective action situations, and "systems analyst" who would also probably not be threatened by collective actions.

Although principals have these perceptions, many superintendents and boards of education are not aware of the feelings of middle management in relation to the negotiation process.

King (1969) concluded in his study through an interview with thirty elementary principals that:

1. Principals who have worked under negotiated agreements are not alarmed over the effects of negotiations upon their role.

2. Principals feel they have retained adequate authority to perform their role, although they must share some of their decision making.

3. The delineation of the principal's authority compels him to function within the terms of the agreement and respect the teachers rights as defined therein.

4. Negotiations can disrupt the cooperative relationship between teacher and principal.

5. Principals describe new responsibilities and obligations which they attribute to negotiations, but do not consider them handicaps. (p. 54)

However, they generally agreed that their role with regard to the educational program, personnel, and management had remained the same. (Renaud, 1973)

To insure that the role of the principalship remains a viable one, Fenwick recommended two approaches: First, the principals must establish a partnership relationship with teachers. This partnership must include decision-making in areas of school policies, curriculum, and teachers' evaluation. The teacher-principal relationship as described by Fenwick has been called a participatory model and participatory technique by Hatch (1971) and Brain (1971) respectively. The second approach recommended by Fenwick was the use of differentiated staffing. He viewed differentiated staffing as a vehicle for providing teachers with varying competencies a way to serve the school in different capacities; creating a collegial atmosphere among students, staff, and administrators; and ending the authoritarian structure of the educational bureaucracy which interferes with democratic participation by

teachers in the decision-making process of the school. Utilizing these two approaches, the role of the principal under negotiated contracts becomes one of a skilled social manager.

The competence of the changed principal will be measured in the interpersonal skills with which he works with a team of teacher specialists. These are the real "change agents" of education. The principal is responsible, then, for the quality of professional relations within the social system of the school. He will be made collegial and highly interrelated by the principal's coordination. That he should be able to do this without reverting to coercion, fear, or paternalism suggests the quality of preparation he will need (Fenwick, 1968: 161).

Lewis (1965) agreed that principals fail to see the larger problems because they spend too much time defending the status quo. While exerting so much effort defending their old position, he said they are missing an excellent opportunity to provide the leadership present conditions demand. He suggested that teachers and principals should work together to establish educational goals which will be understood and accepted by all. With teachers participating more in educational decisions, Lewis stated that the need for agreement on educational goals has never been greater. The role of the principal, according to him, should be one of helping the group arrive at mutually determined educational goals. Interaction among all members is necessary if everyone is going to make maximum contribution toward achieving organizational goals. In order to facilitate the kind of interaction which will permit teachers to participate effectively as individuals, as well as in groups, open communications must be established. "This means not only communication of facts; it means communications of

feelings, of attitudes, and of wishes--in other words--informal as well as formal communications" (Lewis, 1965: 12). Under the new teacher-principal relationship, it is the function of the principal to initiate the actions which will lead to the proper communication within his school (Lewis, 1965).

Erickson (1965) stated that the new role of the principal will be that of a "strategic coordinator". He explained the function in the following way:

This implies that rationally and artfully combining of the discrete human and material components of a school and its community to form a functioning whole, an educational instrument for a particular group of students at a particular juncture of time (p. 16).

Under the new principal-teacher relationship, Bennion suggested that the principal's new role in helping the instructional program should be in exerting his efforts and powers to create conditions in which effective teaching and learning can take place. According to Bennion, the principal could make available adequate facilities, provide proper resources, make in-service training available, develop and keep a positive relationship with parents, and interpret the school unit's needs to the central office administration. Bennion added that all of these activities make a major impact on the quality of the educational program. He made the following comment about the way the principal can contribute to the instructional program.



In order to play this role, the principal must be a thoughtful and reflective student of education who is aware of the major movements and thrusts in education. His questions should cause teachers to examine their teaching behavior and to explore new possibilities for enhancing the learning process. He should be able to bring teachers together in professional dialogue and cooperative endeavors that promote professional growth and more effective use of teacher skills. He should be willing to share the risk of uncertainty of change and innovation by encouraging and supporting teachers who are willing to try something different (Bennion, 1969: 86).

Redfern (1967) said the role of the principal working under negotiated contracts will change considerably. He defined the new role of the principal as an implementor and coordinator of rules and regulations established by a committee rather than by the central administration. The principal's new role could be that of a member of a decision-making committee, according to Redfern.

More involvement in the negotiating process is often recommended as one of the new roles or functions of the principal. Some of the recommendations are made on the basis that the principal will lose if he is not involved (Wagstaff, 1973; Epstein, 1969). Evidence of this kind of activity taking place especially in large school districts was reported by Love (1968) and Watson (1968). Instead of losing some of their discretionary authority and administrative prerogatives, the principals found ways to maintain them through their negotiation units (Love, 1968). Others are made on the basis that the educational process will be better served by the principals' involvement in negotiations (Bennion, 1969; Hatch, 1971; Watson, 1968; Redfern, 1969). Bennion's

comments seemed to express the major concern when he stated that the decisions made at the negotiation table will have a lasting effect on the education program. There would be better decisions if they included the wisdom, experience, and perspective of the principals.

Myers (1974) maintains that the new role of the public school principal is a functionary one rather than a leader's role. Some of the factors which limit the power of the principal include:

1. The principal is constrained because the school is a socializing agent under citizen's control.
  2. Schools are so decentralized that they must satisfy the goals of local school districts.
  3. Most principals are not sufficiently competent in administrative or instructional theory and practice to offer much leadership.
  4. Most principals' time is spent in performing routine tasks.
  5. The principal has virtually no funds with which to bring about change.
  6. The growing power and professionalism of teachers is another deterrant to the leadership role of the principal.
- Myers, therefore, believes that the wise principal will build control on the dynamics of personality rather than on the authority of the office.

## SUMMARY

The principal is considered the instructional leader of the school. The principal's role is to lead people toward the common goal of the best education possible for the students in the school. This is not an easy task. A school organization has natural, built-in potential for conflict between the principal and the subordinate personnel. As the person responsible for the school's operation and the achievement of its goals, the principal must resolve conflict when possible, or at least keep conflict from preventing him to function as he should. The principal does not become the school's leader by chance title of the position. To become a true leader, he must understand the meaning of leadership and be able to function as a leader.

Administration and therefore, the principals' role, exists in the elementary school for the same purpose that it exists in any organization: for the purpose of facilitating the accomplishment of organizational goals. Inasmuch as the goal of the elementary school is education, the purpose of elementary school administration is facilitation of the educational program. In other words, the elementary school principal's role as instructional leader exists in order that the education of children may be furthered.

This chapter has cited several writers and researchers in the field of educational administration who have given their professional research findings pertaining to the role of the elementary school principal in instructional leadership, the role of the principal

in collective negotiations, perceptions of the principal's role, and finally, the changing role of the elementary principal. These writers and researchers have agreed that the elementary school principal is the recognized instructional leader of the elementary school and they have agreed that the instructional leadership role has been affected by collective negotiations between boards of education and teacher organizations to some degree, but these same writers and researchers in the field of educational administration cannot agree conclusively as to what the elementary school principal's role as instructional leader was previously, is today, or has changed into.

Nevertheless, writers and researchers in the field of educational administration have concluded that the elementary school principal is still the instructional leader of the school today, but the role as instructional leader has witnessed a change in responsibilities whether he serves under no contractual arrangement or under a collective negotiated master contractual arrangement.

The elementary school principalship is one of the most demanding positions in American public service. The diversity of demands on an elementary principal in today's public schools is a combination of many highly specialized responsibilities. Unlike some fellow administrators who hold positions in a single specialized area, the elementary school principal as instructional leader is concerned with curriculum, supervision of instruction, staff morale, public relations, lunchrooms, class scheduling, guidance and other school related

activities that affect the educational program of the school.

The principal's efficiency in performing these duties is the criterion by which his success as the instructional leader of the school is measured. Appraisal of the elementary school principal's role as instructional leader takes place everyday as the principal comes in contact with the professional teaching staff, parents, students, and anyone even roughly connected with the elementary school.

Therefore, the elementary school principal continues to play an indispensable role as the instructional leader of the elementary school. A redefinition in the role of elementary principal and minor changes in some of the work activities and behavioral patterns has not lessened the principal's importance in the role as instructional leader of the elementary school.

## Chapter 3

### RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to analyze principals' and teachers' perceptions of the instructional leadership behavior of the elementary school principal in school divisions with varying contractual arrangements. The purpose of this chapter was to describe the research procedures and methodology employed in the research study. A description of the design, the methodology employed to select the sample and the population are included as well as a description of the instrument utilized and the statistical procedures that were employed.

### METHOD AND PROCEDURE

The method employed was the descriptive survey. The statistical data was gathered from the elementary school principals and their entire full-time teaching faculty through the administration of the Instructional Leadership Behavior Questionnaire (ILBQ).

The procedure for the study included the following:

1. State laws were reviewed to select a state which had no contractual arrangement laws between the local boards of education and the teacher organizations but did have local school divisions that had both collective negotiated master contractual arrangements and no contractual arrangements with the local teacher associations.
2. Ten school divisions from the state were selected, five with collective negotiated contractual arrangements and five with no contractual arrangements between the local school divisions and the

teacher associations. The school divisions selected were matched as closely as possible to each other employing the following variables: student population, number of professional staff members and the number and size of the public school organization.

3. Administrative approval to conduct the study was obtained from the ten school division superintendents selected for the research study.

4. After administrative approval was obtained, the principal and the entire full-time teaching faculty from the selected elementary school in the school division gave their approval to conduct the research study in their school. Therefore, the population was comprised of ten elementary school principals and the ten full-time teaching faculties of the elementary school principals.

5. The research investigator constructed two instruments to obtain perceptions of the instructional leadership behavior of the principal. The Instruments were the Instructional Leadership Interview Schedule (ILIS) and the Instructional Leadership Behavior Questionnaire (ILBQ). Both instruments were subjected to a jury of experts consisting of two university professors of elementary school educational administration, one university professor serving as research advisor and four public elementary school administrators who added, deleted, revised and finally selected only those items that were deemed instructional leadership

behaviors of the principal. The instruments consisted of 15 and 38 instructional leadership behavior statements respectively.

6. The Instructional Leadership Interview Schedule (ILIS) was designed and constructed by the researcher and served as the nucleus for the ultimate design and construction of the Instructional Leadership Behavior Questionnaire (ILBQ), the instrument employed to collect the perceptions of the principals and teachers. (Appendix A)

7. The Instructional Leadership Behavior Questionnaire was designed and constructed by the researcher and served as the instrument to collect the perceptions of the principals and teachers. (Appendices B and C)

8. The Computer Services at Virginia Polytechnic Institute and State University were utilized to analyze and compare the data gathered by the instrument.

#### RESEARCH DESIGN

The stated purpose of this research study was to analyze principals' and teachers' perceptions of the instructional leadership behavior of the elementary school principals in school divisions which have varying contractual arrangements. This study was to determine if significant differences ( $\alpha = .05$ ) existed in perceptions of the instructional leadership behavior of the elementary school principal as held by principals and



teachers in school divisions with varying contractual arrangements. Specifically, this study was to determine if significant differences existed among the perceptions of the instructional leadership behavior of the elementary school principal as held by the elementary school principal in school divisions with collectively negotiated master contracts, elementary school principals in school divisions with no contractual arrangements, elementary school teachers in school divisions with collectively negotiated master contracts, and elementary school teachers in school divisions with no contractual arrangements.

This research study was "ex post facto" in nature due to the fact that the principals and their full-time teaching faculties already had been serving under either no contractual arrangements between boards of education and the local teacher organizations or collective negotiated master contractual arrangements between boards of education and the local teacher organization. The specific research design which was utilized to compare the perceptions of the principals and teachers is illustrated in Figure 1.

To test the hypotheses presented in Chapter 1, the statistical procedures included Analysis of Variance-Two-Way classification and the Independent t-test. The level of significance was established, a priori, at .05. In addition, the chi square test of Independence employed in the data analysis to compare the responses of

|            | EXPERIMENTAL<br>GROUP | CONTROL<br>GROUP |
|------------|-----------------------|------------------|
|            | Master Contract       | No Contract      |
| Principals | 5                     | 5                |
| Teachers   | 130                   | 137              |

Figure 1

An Experimental Design to Guide the Collection and Analysis of the Principals' and Teachers' Perceptions of the Instructional Leadership Behavior of the Elementary School Principal Under Varying Contractual Arrangements

principals and teachers in school divisions with no contractual arrangements or collectively negotiated master contracts for each "actual" instructional leadership behavior and each "ideal" instructional leadership behavior questionnaire item are included.

#### SELECTION OF STATE

The Commonwealth of Virginia was selected as the state for this research study. Virginia school laws suggest that local boards of education initiate "meet and confer" arrangements with the local teacher organizations for the purpose of discussing school issues. As of 1977, the majority of the local school divisions in the Commonwealth had elected not to pursue this legislative suggestion. There were, however, ten school divisions out of approximately 133 local individual school divisions that had collectively negotiated master contracts between the local school division and the local teacher organization. (Virginia Department of Education 1977) Table 2 contains a list of these ten divisions.

#### POPULATION

The sample group was drawn from ten school divisions in the Commonwealth of Virginia. Five school divisions were randomly selected from the ten school divisions governed by collective negotiated contracts between the boards of education and the local teacher organization. The remaining five school divisions

Table 2  
School Divisions with Master Contracts

| School Division       | First Contract | By What Authority |
|-----------------------|----------------|-------------------|
| Alexandria            | 1968-69        | School Board      |
| Arlington             | 1968-69        | County Ordinance  |
| Charlottesville       | 1974-75        | School Board      |
| Fairfax County        | 1968-69        | County Ordinance  |
| Falls Church          | 1972-73        | School Board      |
| Newport News          | 1971-72        | School Board      |
| Prince William County | 1971-72        | School Board      |
| Roanoke City          | 1975-76        | School Board      |
| Virginia Beach        | 1975-76        | School Board      |
| Quantico              | Not Available  | Federal Order     |

Source: The information included in this table was obtained from "Facing Up 9," published by the State Department of Education, Richmond, Virginia, March, 1975.

governed by no contractual arrangements between the boards of education and the local teacher organization were paired with the five school divisions with master contracts. The school divisions were paired employing the following variables: student population, number of professional staff members, the number and the size of the public school organization.

Next, one elementary school was selected from one school division with a master contract and paired with one elementary school from one school division with no contractual arrangements. This procedure was continued until ten elementary schools were paired. Only elementary schools having full-time principals were selected so that perceptions of the teaching function of teaching principals were not factors in the study. Only schools qualifying as elementary schools having full-time principals were selected so that perceptions of the teaching function were not factors in the study. Only schools qualifying as elementary schools by the Virginia Department of Education were used in the research study.

To be selected for the study, the elementary principal in the school had to be certified by the Virginia Department of Education as an elementary school principal. The elementary school principal also had to have been employed at least one full school year at the school, i.e., since September, 1975. The full-time teaching faculty had to have at least one-half its

members employed at the same school since before September, 1975. These two stipulations were to insure that the principal and at least one-half of the full-time teaching faculty had been associated in the same building for one full year.

To summarize, the sample was selected from elementary schools in ten school divisions from the Commonwealth of Virginia which:

1. Had principals that were certified as elementary school principals by the Virginia Department of Education.

2. Had principals devoting full-time to instructional leadership.

3. Had elementary schools qualified as elementary schools by the Virginia Department of Education.

4. Had a principal who had been employed at the school as elementary school principal since before September, 1975.

5. Had at least one-half of its full-time teaching faculty employed at the school since before September, 1975.

The schools selected in each school division were selected from those schools which met the above criteria. From this pool forty schools were selected by use of a standard table of random numbers until the number of schools in the pool had each been given an ordered position. The principals of the schools were then asked to participate in the order selected until one from each of the ten school divisions consented to have his/her school participate in the research study. The first ten principals asked to

participate did agree. Therefore, there was a zero rejection rate. Selection of one elementary school in each of ten different school divisions provided more information to base findings and conclusions. The number ten was selected arbitrarily to provide for the limitations of the study and to give a sample population of adequate size to provide reliable results.

#### Principal Orientation

The elementary principal in each of the ten elementary schools was contacted and given a brief description of the purpose and the methodology of the study, and asked for questions. They were instructed that it would take approximately twenty minutes to gather the needed information from the principal and teaching faculty. Principals were told that it was most desirable to have their entire full-time teaching faculty and the principal participate in the study and that the perceptions of all participating teachers and principals would be used in the study. The principal was assured that all participants would be granted anonymity as a requirement of the study and that the participants would turn in their completed questionnaires without their names or other identifying marks on them in the envelope provided after they finished.

#### Teacher Orientation

The Instructional Leadership Behavior Questionnaire (ILBQ) was administered to the principal and to the entire full-time teaching faculty during a regular faculty meeting of the

selected elementary school. Teachers were given a brief description of the purpose and the methodology of the study, and asked for questions. They were instructed that it would take approximately twenty minutes to complete the ILBQ. The entire full-time teaching staff was asked to participate in the study along with their principal. The staff was also told that the perceptions of all participating teachers and principals would be used in the study. All participants were assured anonymity as a requirement of the study, and each participant was instructed to turn in his/her completed questionnaire without his/her name or other identifying marks on them in the provided envelope after they finished.

#### DESCRIPTION OF THE INSTRUMENT

The purpose of this research study was to analyze principals' and teachers' perceptions of the instructional leadership behavior of the elementary school principal in school divisions which have varying contractual arrangements. The researcher, after reviewing existing questionnaires in use, none of which met the purpose of this research study, deemed it necessary to develop a questionnaire instrument to measure the perceptions held by the principals and teachers of the instructional leadership behavior of elementary school principals. The instrument was entitled the Instructional Leadership Behavior Questionnaire ILBQ.



(Appendix C) The ILBQ was designed applying the following methodology:

1. Fifteen elementary school principals from across the Commonwealth of Virginia were interviewed to ascertain what they believed their role as principal was in providing instructional leadership for their school. The instrument employed to obtain these opinions was the Instructional Leadership Interview Schedule (ILIS). The ILIS consisted of fifteen questions, each of which had two parts to which the principal was to respond.

2. Next, a thorough and concise review and analysis of literature in the field of educational administration helped to further delineate the instructional leadership behaviors of the school principal. This research resulted in approximately two hundred items being selected initially that dealt specifically with the instructional leadership behavior of the principal.

3. Then the data collected was combined into the following six general sub-tests (numbers to the right correspond to the location of the sub-tests' questions on the original questionnaire):

- I. Curriculum Development (1, 7, 11, 15, 17, 27, 29)
- II. Teacher Selection and Assignment (2, 8, 18, 23, 30)
- III. Teacher Professional Growth (3, 12, 19, 31)
- IV. Pupil Progress (4, 13, 20, 24, 32)
- V. Teaching Methodology (5, 9, 21, 25, 34)
- VI. Principal as Resource Person (6, 10, 14, 16, 22, 26, 28, 33, 35)

4. A "Jury of Experts" consisting of two university professors in the field of elementary educational administration, one university professor as research advisor and four elementary school administrators was convened to establish the content validity of the ILBQ. The Jury's reactions to the questionnaire were reflected in the final version designed and developed for the research study. The Jury deleted four questions, made revisions and added seven new questions for a total of thirty-eight questions. Questions were organized into the following sub-groupings, (numbers to the right correspond to the location of the sub-tests' questions on the final version of the questionnaire):

- I. Curriculum Development (1, 8, 12, 18, 20, 33, 35)
- II. Teacher Selection and Assignment (2, 9, 15, 21, 28, 30, 36)
- III. Teacher Professional Growth (3, 14, 22, 37)
- IV. Pupil Progress (4, 13, 16, 23, 26, 29, 38)
- V. Teaching Methodology (5, 10, 25)
- VI. Principal as Resource Person (6, 7, 11, 17, 19, 24, 27, 31, 33, 34)

5. The ILBQ's directions requested that respondents draw a circle around one of the five letters (a, b, c, d, or x) following the item to show the response they have selected under each part. The five point Likert scale scored in reverse order includes the following range:

|                     |   |             |
|---------------------|---|-------------|
| a - Almost Always   | = | 1 point     |
| b - Fairly Often    | = | 2 points    |
| c - Occasionally    | = | 3 points    |
| d - Seldom or Never | = | 4 points    |
| x - No Response     | = | Zero Points |

6. The ILBQ was administered to ten elementary school principals and ten elementary school teachers to test for its reliability in measuring principals' and teachers' perceptions of the instructional leadership behavior of the principal through the test-retest method. Thirty school days elapsed between the administration of the first questionnaire and the administration of the second questionnaire. Principals recorded overall reliability coefficients of +.93 for "actual behavior" and +.94 for "ideal behavior" while teachers overall had +.93 for "actual behavior" and +.91 for "ideal behavior." A +.92 reliability coefficient was obtained for the scores of both principals and teachers. Table 3 gives the reliability coefficients for the twelve sub-tests (six actual and six ideal) of the Instructional Leadership Behavior Questionnaire.

Table 3

Test-Retest Reliability Coefficients for the Subtests of the  
Instructional Leadership Behavior Questionnaire

|            | Curriculum Development |       | Teacher Selection and Assignment |       | Teacher Professional Growth  |       |
|------------|------------------------|-------|----------------------------------|-------|------------------------------|-------|
|            | Actual                 | Ideal | Actual                           | Ideal | Actual                       | Ideal |
| Principals | + .93                  | + .95 | + .91                            | + .94 | + .91                        | + .91 |
| Teachers   | + .94                  | + .90 | + .93                            | + .93 | + .91                        | + .89 |
|            | Pupil Progress         |       | Teaching Methodology             |       | Principal as Resource Person |       |
|            | Actual                 | Ideal | Actual                           | Ideal | Actual                       | Ideal |
| Principals | + .95                  | + .93 | + .93                            | + .95 | + .91                        | + .93 |
| Teachers   | + .92                  | + .90 | + .90                            | + .91 | + .92                        | + .91 |

## Chapter 4

### PRESENTATION AND ANALYSIS OF DATA

As previously stated, the purpose of this study was to analyze principals' and teachers' perceptions of the instructional leadership behavior of the elementary school principal in school divisions with varying contractual arrangements. A total of 277 Instructional Leadership Behavior Questionnaires (ILBQ) were administered to four reference groups - five elementary school principals governed by collective negotiated master contracts, five elementary school principals governed by no contractual arrangements, 130 elementary school teachers governed by collective negotiated masters contracts and 137 elementary school teachers governed by no contractual arrangements. The number of useable returns equalled 100% (277) of the questionnaires distributed. Therefore, the responses from the entire population sample (100%) were used as the basic data for statistical analyses in this study. In this chapter, the major step of presenting and analyzing the perceptions is undertaken. Data describing the ten participating elementary schools are also included.

### DESCRIPTION OF POPULATION

#### Elementary Schools Governed by Collective Negotiated Master Contracts

Elementary School Number 1, School Division Number 1:

The principal of this school was a male with twenty-seven full-time faculty members. The building housed approximately 513 students in grades kindergarten through six. The school division had a total student body of approximately 15,038 students and about 972 instructional positions.

Elementary School Number 3, School Division Number 3:

The principal of this school was a male with twenty-four full-time faculty members. The building housed approximately 511 students in grades kindergarten through six. The school division had a total student body of approximately 21,665 students and about 1,287 instructional positions.

Elementary School Number 5, School Division Number 5:

The principal of this school was a male with twenty full-time faculty members. The building housed approximately 507 students in grades pre-kindergarten through six. The school division had a total student body of approximately 145,300 students and about 7,673 instructional positions.

Elementary School Number 7, School Division Number 7:

The principal of this school was a male with thirty full-time faculty members. The building housed approximately 512 students in grades kindergarten through five. The school division had a

total student body of approximately 44,388 students and about 2,143 instructional positions.

Elementary School Number 9, School Division Number 9:  
The principal of this school was a male with twenty-nine full-time faculty members. The building housed approximately 542 students in grades kindergarten through six. The school division had a total student body of approximately 60,138 students and about 2,840 instructional positions.

Table 4 gives the demographic data for each school division and its participating elementary school.

#### Elementary Schools Governed by No Contractual Arrangements

Elementary School Number 2, School Division Number 2:  
The principal of this school was a female with twenty-seven full-time faculty members. The building housed approximately 510 students in grades kindergarten through five. The school division had a total student body of approximately 14,795 students and about 811 instructional positions.

Elementary School Number 4, School Division Number 4:  
The principal of this school was a female with twenty-nine full-time faculty members. The building housed approximately 523 students in grades kindergarten through six. The school division had a total student body of approximately 25,461 students and about 1,407 instructional positions.

Table 4

Demographic Data for Paired School Divisions  
and Their Participating Elementary Schools

| School Division | Student Enrollment | Instructional Positions | Elementary School | Principal Male/Female | Full-Time Teachers | Student Enrollment |
|-----------------|--------------------|-------------------------|-------------------|-----------------------|--------------------|--------------------|
| *1              | 15,038             | 972                     | 1                 | Male                  | 27                 | 513                |
| 2               | 14,795             | 811                     | 2                 | Female                | 27                 | 510                |
| *3              | 21,665             | 1,287                   | 3                 | Male                  | 24                 | 511                |
| 4               | 25,461             | 1,407                   | 4                 | Female                | 29                 | 523                |
| *5              | 145,300            | 7,673                   | 5                 | Male                  | 20                 | 507                |
| 6               | 39,987             | 2,397                   | 6                 | Female                | 25                 | 506                |
| *7              | 44,388             | 2,143                   | 7                 | Male                  | 30                 | 512                |
| 8               | 29,105             | 1,401                   | 8                 | Female                | 26                 | 553                |
| *9              | 60,138             | 2,840                   | 9                 | Male                  | 29                 | 542                |
| 10              | 32,497             | 1,788                   | 10                | Male                  | 30                 | 507                |

Source: Commonwealth of Virginia, State Department of Education, Facing Up, December, 1976.

\*School Divisions with Collective Negotiated Master Contracts



Elementary School Number 6, School Division Number 6:

The principal of this school was a female with twenty-five full-time faculty members. The building housed approximately 506 students in grades pre-kindergarten through two. The school division had a total student body of approximately 39,987 students and about 2,397 instructional positions.

Elementary School Number 8, School Division Number 8:

The principal of this school was a female with twenty-six full-time faculty members. The building housed approximately 553 students in grades kindergarten through six. The school division had a total student body of approximately 29,105 students and about 1,401 instructional positions.

Elementary School Number 10, School Division Number 10:

The principal of this school was a male with thirty full-time faculty members. The building housed approximately 507 students in grades kindergarten through six. The school division had a total student body of approximately 32,497 students and about 1,788 instructional positions.

Table 4 gives the demographic data for each school division and its participating elementary school.

INSTRUCTIONAL LEADERSHIP OF ELEMENTARY SCHOOL PRINCIPALS:

"Actual Behavior"

The data in Tables 5 through 10 are the means, the standard deviations and the number of respondents for each grouping of principals and/or teachers governed by varying school division contractual arrangements. These tables also contain data dealing with the elementary school principals' self-descriptions and the elementary school teachers' descriptions of the actual instructional leadership behavior of the elementary school principal on the six subtests of the Instructional Leadership Behavior Questionnaire (ILBQ). A Two-Way Analysis of Variance (2 X 2 ANOVA) was employed on the six subtests in order to determine whether or not there was a difference among the four reference groups. Tables 11 through 16 give the Summary of each ANOVA performed to compare combined perceptions of elementary school principals with elementary school teachers, master contract arrangements with no contract arrangements, and the interaction effect of elementary school principals and elementary school teachers with master contractual arrangements and no contractual arrangements on the actual instructional leadership behavior of the elementary school principal on the six subtests of the ILBQ. The ANOVA procedure produced statistical significant differences ( $p < .05$ ) for the main effect, master contract and no contract, for each of the six subtests. Analysis of the cell means showed that principals, whether in school divisions with master contracts or no contracts,

Table 5

Means, Standard Deviations and Number of Respondents for Subtest:  
Curriculum Development "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                   |  |
|------------|--|--|--|
| Principals | $\bar{X} = 17.000$<br>$s = 3.240$<br>$n = 5$   | $\bar{X} = 16.000$<br>$s = 1.732$<br>$n = 5$   | $\bar{X} = 16.500$<br>$s = 2.506$<br>$n = 10$    |
| Teachers   | $\bar{X} = 18.469$<br>$s = 4.562$<br>$n = 130$ | $\bar{X} = 13.978$<br>$s = 3.088$<br>$n = 137$ | $\bar{X} = 16.165$<br>$s = 4.475$<br>$n = 267$   |
|            | $\bar{X} = 18.415$<br>$s = 4.519$<br>$n = 135$ | $\bar{X} = 14.049$<br>$s = 3.070$<br>$n = 142$ | $\bar{X} = 16.1769$<br>$s = 4.4169$<br>$n = 277$ |

Table 6

Means, Standard Deviations and Number of Respondents for Subtest:  
Teacher Selection and Assignment "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                   |  |
|------------|--|--|--|
| Principals | $\bar{X} = 15.800$<br>$s = 1.924$<br>$n = 5$   | $\bar{X} = 14.600$<br>$s = 3.578$<br>$n = 5$   | $\bar{X} = 15.200$<br>$s = 2.781$<br>$n = 10$    |
| Teachers   | $\bar{X} = 16.362$<br>$s = 4.785$<br>$n = 130$ | $\bar{X} = 14.577$<br>$s = 3.680$<br>$n = 137$ | $\bar{X} = 15.446$<br>$s = 4.339$<br>$n = 267$   |
|            | $\bar{X} = 16.341$<br>$s = 4.708$<br>$n = 135$ | $\bar{X} = 14.577$<br>$s = 3.664$<br>$n = 142$ | $\bar{X} = 15.4368$<br>$s = 4.2894$<br>$n = 277$ |

Table 7

Means, Standard Deviations and Number of Respondents for Subtest:  
Teacher Professional Growth "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                  |   |
|------------|--|---|---|
| Principals | $\bar{X} = 9.800$<br>$s = 1.304$<br>$n = 5$    | $\bar{X} = 8.000$<br>$s = 1.871$<br>$n = 5$   | $\bar{X} = 8.900$<br>$s = 1.792$<br>$n = 10$    |
| Teachers   | $\bar{X} = 10.977$<br>$s = 2.860$<br>$n = 130$ | $\bar{X} = 8.708$<br>$s = 2.090$<br>$n = 137$ | $\bar{X} = 9.813$<br>$s = 2.737$<br>$n = 267$   |
|            | $\bar{X} = 10.933$<br>$s = 2.824$<br>$n = 135$ | $\bar{X} = 8.683$<br>$s = 2.081$<br>$n = 142$ | $\bar{X} = 9.7798$<br>$s = 2.7117$<br>$n = 277$ |

Table 8

Means, Standard Deviations and Number of Respondents for Subtest:  
Pupil Progress "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                   |  |
|------------|--|--|--|
| Principals | $\bar{X} = 15.600$<br>$s = 2.608$<br>$n = 5$   | $\bar{X} = 13.400$<br>$s = 3.782$<br>$n = 5$   | $\bar{X} = 14.500$<br>$s = 3.274$<br>$n = 10$    |
| Teachers   | $\bar{X} = 15.938$<br>$s = 5.564$<br>$n = 130$ | $\bar{X} = 14.496$<br>$s = 4.044$<br>$n = 137$ | $\bar{X} = 15.199$<br>$s = 4.888$<br>$n = 267$   |
|            | $\bar{X} = 15.926$<br>$s = 5.478$<br>$n = 135$ | $\bar{X} = 14.458$<br>$s = 4.028$<br>$n = 142$ | $\bar{X} = 15.1733$<br>$s = 4.8371$<br>$n = 277$ |

Table 9

Means, Standard Deviations and Number of Respondents for Subtest:  
Teaching Methodology "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                              | No Contracts                                  |   |
|------------|---|---|---|
| Principals | $\bar{X} = 6.400$<br>$s = 1.140$<br>$n = 5$   | $\bar{X} = 6.800$<br>$s = 2.049$<br>$n = 5$   | $\bar{X} = 6.600$<br>$s = 1.578$<br>$n = 10$    |
| Teachers   | $\bar{X} = 8.138$<br>$s = 2.282$<br>$n = 130$ | $\bar{X} = 6.263$<br>$s = 1.907$<br>$n = 137$ | $\bar{X} = 7.176$<br>$s = 2.295$<br>$n = 267$   |
|            | $\bar{X} = 8.074$<br>$s = 2.271$<br>$n = 135$ | $\bar{X} = 6.282$<br>$s = 1.907$<br>$n = 142$ | $\bar{X} = 7.1552$<br>$s = 2.2733$<br>$n = 277$ |

Table 10

Means, Standard Deviations and Number of Respondents for Subtest:  
Principal as Resource Person "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                   |  |
|------------|--|--|--|
| Principals | $\bar{X} = 22.800$<br>$s = 3.115$<br>$n = 5$   | $\bar{X} = 24.800$<br>$s = 4.025$<br>$n = 5$   | $\bar{X} = 23.800$<br>$s = 3.553$<br>$n = 10$    |
| Teachers   | $\bar{X} = 27.123$<br>$s = 5.448$<br>$n = 130$ | $\bar{X} = 23.496$<br>$s = 4.520$<br>$n = 137$ | $\bar{X} = 25.262$<br>$s = 5.304$<br>$n = 267$   |
|            | $\bar{X} = 26.963$<br>$s = 5.434$<br>$n = 135$ | $\bar{X} = 23.542$<br>$s = 4.497$<br>$n = 142$ | $\bar{X} = 25.2094$<br>$s = 5.2537$<br>$n = 277$ |

Table 11

Summary of Two-Way Analysis of Variance for Subtest:  
Curriculum Development "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 1.083          | 1   | 1.083       | 0.073  | 0.999  |
| Master Contract and No Contract                            | 1318.566       | 1   | 1318.566    | 89.210 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 29.372         | 1   | 29.372      | 1.987  | 0.156  |
| Residual   | 4035.088       | 273 | 14.781      |        |        |
| Total  | 5384.109       | 276 | 19.508      |        |        |

\* significant at  $p < .05$

Table 12

Summary of Two-Way Analysis of Variance for Subtest:  
 Teacher Selection and Assignment "Actual Behavior"  
 Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 0.583          | 1   | 0.583       | 0.033  | 0.999  |
| Master Contract and No Contract                            | 215.285        | 1   | 215.285     | 12.090 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 0.826          | 1   | 0.826       | 0.046  | 0.999  |
| Residual   | 4861.242       | 273 | 17.807      |        |        |
| Total  | 5077.937       | 276 | 18.398      |        |        |

\* significant at  $P < .05$

Table 13

Summary of Two-Way Analysis of Variance for Subtest:  
 Teacher Professional Growth "Actual Behavior"  
 Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 8.030          | 1   | 8.030       | 1.313  | 0.236  |
| Master Contract and No Contract                            | 350.954        | 1   | 350.954     | 57.371 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 0.530          | 1   | 0.530       | 0.087  | 0.999  |
| Residual   | 1670.026       | 273 | 6.117       |        |        |
| Total  | 2029.540       | 276 | 7.353       |        |        |

\* significant at  $p < .05$



Table 14

Summary of Two-Way Analysis of Variance for Subtest:  
Pupil Progress "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F     | p      |
|--|----------------|-----|-------------|-------|--------|
| Principals and Teachers                                    | 4.703          | 1   | 4.703       | 0.204 | 0.999  |
| Master Contract and No Contract                            | 149.439        | 1   | 149.439     | 6.474 | 0.011* |
| Principals and Teachers by Master Contract and No Contract | 1.384          | 1   | 1.384       | 0.060 | 0.999  |
| Residual   | 6301.887       | 273 | 23.084      |       |        |
| Total  | 6457.414       | 276 | 23.396      |       |        |

\* significant at  $p < .05$

Table 15

Summary of Two-Way Analysis of Variance for Subtest:  
Teaching Methodology "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 3.198          | 1   | 3.198       | 0.735  | 0.999  |
| Master Contract and No Contract                            | 222.599        | 1   | 222.599     | 51.152 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 12.479         | 1   | 12.479      | 2.868  | 0.087  |
| Residual   | 1188.019       | 273 | 4.352       |        |        |
| Total  | 1426.296       | 276 | 5.168       |        |        |

\*significant at  $p < .05$

Table 16

Summary of Two-Way Analysis of Variance for Subtest:  
Principal as Resource Person "Actual Behavior"  
Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 20.618         | 1   | 20.618      | 0.839  | 0.999  |
| Master Contract and No Contract                            | 811.077        | 1   | 811.077     | 33.001 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 76.311         | 1   | 76.311      | 3.105  | 0.075  |
| Residual   | 6709.562       | 273 | 24.577      |        |        |
| Total  | 7617.570       | 276 | 27.600      |        |        |

\* significant at  $p < .05$

resulted in no significant differences in their perceptions of their "actual" instructional leadership behavior. On the other hand, there were statistical significant differences between teachers in school divisions with master contracts or no contracts in their perceptions of the "actual" instructional leadership behavior of the principal. Therefore, the statistical differences among the combined groups of principals and teachers in school divisions with master contracts when compared to the combined group of principals and teachers in school divisions with no contract was attributed to the statistical significant differences found among the teacher group. (Table 17)

Chi squares on each question for principals and teachers in school divisions with collectively negotiated master contracts compared with principals and teachers in school divisions with no contractual arrangements for "actual" instructional leadership behavior of the elementary school principal are included in Table 18. Statistical significant differences were found for each of the six subtests. "Curriculum Development" had six of seven questions with statistical significant differences. "Teacher Selection and Assignment" had six of seven questions with statistical significant differences. "Teacher Professional Growth" had all four questions with statistical significant differences. "Pupil Progress" had six of seven questions with statistical significant differences. "Teaching Methodology" had

Table 17

Summary of T-Tests for Teachers' Perceptions of the "Actual" Instructional Leadership Behavior of the Elementary School Principal

| Sub-Test                         | $\bar{X}_1$ | $\bar{X}_2$ | $\bar{X}_1 - \bar{X}_2$ | t    | p     |
|----------------------------------|-------------|-------------|-------------------------|------|-------|
| Curriculum Development           | 18.4692     | 13.9781     | 4.4911                  | 9.46 | 0.000 |
| Teacher Selection and Assignment | 16.3615     | 14.5766     | 1.7849                  | 3.43 | 0.001 |
| Teacher Professional Growth      | 10.9769     | 8.7080      | 2.2689                  | 7.43 | 0.000 |
| Pupil Progress                   | 15.9385     | 14.4964     | 1.4421                  | 2.43 | 0.016 |
| Teaching Methodology             | 8.1385      | 6.2628      | 1.8757                  | 7.30 | 0.000 |
| Principal as Resource Person     | 27.1231     | 23.4963     | 3.5268                  | 5.93 | 0.000 |

$\bar{X}_1$  = Teachers in school divisions with collectively negotiated master contracts.

$\bar{X}_2$  = Teachers in school divisions with no contractual arrangements.

Table 18

Chi Squares for Principals and Teachers in School Divisions with Collectively Negotiated Master Contracts Compared with Principals and Teachers in School Divisions with No Contractual Arrangements for "Actual" Instructional Leadership Behavior

| Sub-Test                         | Question | Chi Square | DF | p        |
|----------------------------------|----------|------------|----|----------|
| Curriculum Development           | 1        | 101.93073  | 4  | 0.0000 * |
|                                  | 8        | 8.41332    | 4  | 0.0776   |
|                                  | 12       | 11.79527   | 4  | 0.0189 * |
|                                  | 18       | 80.38638   | 4  | 0.0000 * |
|                                  | 20       | 37.70531   | 4  | 0.0000 * |
|                                  | 33       | 25.58134   | 4  | 0.0000 * |
|                                  | 35       | 35.39474   | 4  | 0.0000 * |
| Teacher Selection and Assignment | 2        | 41.37114   | 4  | 0.0000 * |
|                                  | 9        | 14.99233   | 4  | 0.0047 * |
|                                  | 15       | 9.76284    | 4  | 0.0446 * |
|                                  | 21       | 4.27006    | 4  | 0.3707   |
|                                  | 28       | 15.85308   | 4  | 0.0032 * |
|                                  | 30       | 10.69910   | 4  | 0.0302 * |
|                                  | 36       | 17.35460   | 4  | 0.0016 * |
| Teacher Professional Growth      | 3        | 36.12860   | 4  | 0.0000 * |
|                                  | 14       | 47.29546   | 4  | 0.0000 * |
|                                  | 22       | 27.59048   | 4  | 0.0000 * |
|                                  | 37       | 16.92657   | 4  | 0.0020 * |
| Pupil Progress                   | 4        | 10.81219   | 4  | 0.0288 * |
|                                  | 13       | 10.63569   | 4  | 0.0310 * |
|                                  | 16       | 54.86281   | 4  | 0.0000 * |
|                                  | 23       | 12.52187   | 4  | 0.0139 * |
|                                  | 26       | 18.23613   | 4  | 0.0011 * |
|                                  | 29       | 14.01287   | 4  | 0.0073 * |
|                                  | 38       | 9.15951    | 4  | 0.0572   |
| Teaching Methodology             | 5        | 28.10422   | 4  | 0.0000 * |
|                                  | 10       | 47.49185   | 4  | 0.0000 * |
|                                  | 25       | 17.72520   | 4  | 0.0014 * |
| Principal as Resource Person     | 6        | 8.65828    | 4  | 0.0702   |
|                                  | 7        | 28.84187   | 4  | 0.0000 * |
|                                  | 11       | 3.93618    | 4  | 0.4147   |
|                                  | 17       | 7.10045    | 4  | 0.1307   |
|                                  | 19       | 8.09797    | 4  | 0.0881   |
|                                  | 24       | 34.94417   | 4  | 0.0000 * |
|                                  | 27       | 5.04262    | 4  | 0.2830   |
|                                  | 31       | 21.76761   | 3  | 0.0001 * |
|                                  | 32       | 7.49057    | 4  | 0.1121   |
|                                  | 34       | 28.57295   | 4  | 0.0000 * |

\* significant at  $p < .05$

all three questions with statistical significant differences. "Principal as Resource Person" had six of ten questions with statistical significant differences.

The six sub-hypotheses being related to the interaction effect on the ANOVA produced statistical significant differences among the four reference groups only for the main effect; master contract and no contract. Further analysis of this main effect by employing the t-test on the cell means for the teacher groups showed that significant differences existed on each of the six subtests for "actual behavior." It was then concluded that the main effects statistical significant differences were attributed to the statistical significant differences among the teacher groups. Therefore, based upon the research, the data were not such to reject sub-hypotheses 1, 3, 4, 5, and 6. The data, however, were present to reject sub-hypothesis 2.

#### Sub-Hypothesis 1

No significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school principals governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "actual behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed

by collective negotiated master contracts and elementary school principals governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 1 was not rejected.

#### Sub-Hypothesis 2

No significant differences existed in the perceptions held by elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal.

The analysis of variance and the t-test on the six subtests for "actual behavior" of the ILBQ disclosed significant differences existed in the perceptions held by elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 2 was rejected.

#### Sub-Hypothesis 3

No significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by collective negotiated master contracts with respect to the "actual" instructional leadership behavior of the elementary school principal.



The analysis of variance on the six subtests for "actual behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by collective negotiated master contracts with respect to the "actual" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 3 was not rejected.

#### Sub-Hypothesis 4

No significant differences existed in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "actual behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 4 was not rejected.

#### Sub-Hypothesis 5

No significant differences existed in the perceptions held by elementary school principals governed by collective negotiated

master contracts and elementary school teachers governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "actual behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "actual" instructional leadership behavior of the elementary school principal. Hence sub-hypothesis 5 was not rejected.

#### Sub-Hypothesis 6

No significant differences existed in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by collective negotiated master contracts with respect to the "actual" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "actual behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by collective negotiated master contracts with respect to the "actual" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 6 was not rejected.

INSTRUCTIONAL LEADERSHIP OF ELEMENTARY SCHOOL PRINCIPALS:  
"IDEAL BEHAVIOR"

The data in Tables 19 through 24 are the means, the standard deviations and the number of respondents for each grouping of principals and/or teachers governed by varying school division contractual arrangements. The tables also contain data dealing with the elementary school principals' self-descriptions and the elementary school teachers' descriptions of the ideal instructional leadership behavior of the elementary school principal on the six subtests of the Instructional Leadership Behavior Questionnaire (ILBQ). A Two-Way Analysis of Variance (2 X 2) ANOVA was employed on the six subtests in order to determine whether or not there was a difference among the four reference groups. Tables 25 through 30 give the Summary of each ANOVA performed to compare combined perceptions of elementary school principals with elementary school teachers, master contractual arrangements with no contract arrangements, and the interaction effect of elementary school principals and elementary school teachers with master contractual arrangements and no contract arrangements on the ideal instructional leadership behavior of the elementary school principal on the six subtests of the ILBQ. The ANOVA procedure produced statistical significant differences ( $p < .05$ ) for the main effect, master contract and no contract, for each of the six subtests. Analysis of the cell means showed

Table 19

Means, Standard Deviations and Number of Respondents for Subtest:  
Curriculum Development "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                   |  |
|------------|--|--|--|
| Principals | $\bar{X} = 15.400$<br>$s = 2.191$<br>$n = 5$   | $\bar{X} = 14.200$<br>$s = 2.683$<br>$n = 5$   | $\bar{X} = 14.800$<br>$s = 2.394$<br>$n = 10$    |
|            | $\bar{X} = 17.100$<br>$s = 4.017$<br>$n = 130$ | $\bar{X} = 13.270$<br>$s = 2.743$<br>$n = 137$ | $\bar{X} = 15.135$<br>$s = 3.918$<br>$n = 267$   |
|            | $\bar{X} = 17.037$<br>$s = 3.973$<br>$n = 135$ | $\bar{X} = 13.303$<br>$s = 2.737$<br>$n = 142$ | $\bar{X} = 15.1227$<br>$s = 3.8710$<br>$n = 277$ |

Table 20

Means, Standard Deviations and Number of Respondents for Subtest:  
Teacher Selection and Assignment "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                   |  |
|------------|--|--|--|
| Principals | $\bar{X} = 12.400$<br>$s = 3.362$<br>$n = 5$   | $\bar{X} = 12.000$<br>$s = 2.550$<br>$n = 5$   | $\bar{X} = 12.200$<br>$s = 2.821$<br>$n = 10$    |
|            | $\bar{X} = 14.915$<br>$s = 4.768$<br>$n = 130$ | $\bar{X} = 13.409$<br>$s = 3.735$<br>$n = 137$ | $\bar{X} = 14.142$<br>$s = 4.327$<br>$n = 267$   |
|            | $\bar{X} = 14.822$<br>$s = 4.738$<br>$n = 135$ | $\bar{X} = 13.359$<br>$s = 3.702$<br>$n = 142$ | $\bar{X} = 14.0722$<br>$s = 4.2938$<br>$n = 277$ |

Table 21

Means, Standard Deviations and Number of Respondents for Subtest:  
Teacher Professional Growth "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                  |   |
|------------|--|---|---|
| Principals | $\bar{X} = 7.800$<br>$s = 1.095$<br>$n = 5$    | $\bar{X} = 7.200$<br>$s = 1.095$<br>$n = 5$   | $\bar{X} = 7.500$<br>$s = 1.080$<br>$n = 10$    |
|            | $\bar{X} = 10.131$<br>$s = 2.755$<br>$n = 130$ | $\bar{X} = 7.810$<br>$s = 1.987$<br>$n = 137$ | $\bar{X} = 8.940$<br>$s = 2.655$<br>$n = 267$   |
|            | $\bar{X} = 10.044$<br>$s = 2.745$<br>$n = 135$ | $\bar{X} = 7.789$<br>$s = 1.964$<br>$n = 142$ | $\bar{X} = 8.8881$<br>$s = 2.6276$<br>$n = 277$ |

Table 22

Means, Standard Deviations and Number of Respondents for Subtest:  
Pupil Progress "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                   |  |
|------------|--|--|--|
| Principals | $\bar{X} = 15.200$<br>$s = 4.604$<br>$n = 5$   | $\bar{X} = 12.400$<br>$s = 2.302$<br>$n = 5$   | $\bar{X} = 13.800$<br>$s = 3.736$<br>$n = 10$    |
|            | $\bar{X} = 15.715$<br>$s = 4.866$<br>$n = 130$ | $\bar{X} = 14.555$<br>$s = 4.065$<br>$n = 137$ | $\bar{X} = 15.120$<br>$s = 4.502$<br>$n = 267$   |
|            | $\bar{X} = 15.696$<br>$s = 4.841$<br>$n = 135$ | $\bar{X} = 14.479$<br>$s = 4.031$<br>$n = 142$ | $\bar{X} = 15.0722$<br>$s = 4.4780$<br>$n = 277$ |

Table 23

Means, Standard Deviations and Number of Respondents for Subtest:  
Teaching Methodology "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                              | No Contracts                                  |   |
|------------|---|---|---|
| Principals | $\bar{X} = 5.000$<br>$s = 1.414$<br>$n = 5$   | $\bar{X} = 6.000$<br>$s = 2.828$<br>$n = 5$   | $\bar{X} = 5.500$<br>$s = 2.173$<br>$n = 10$    |
|            | $\bar{X} = 6.592$<br>$s = 2.302$<br>$n = 130$ | $\bar{X} = 5.628$<br>$s = 1.803$<br>$n = 137$ | $\bar{X} = 6.097$<br>$s = 2.113$<br>$n = 267$   |
|            | $\bar{X} = 6.533$<br>$s = 2.291$<br>$n = 135$ | $\bar{X} = 5.641$<br>$s = 1.835$<br>$n = 142$ | $\bar{X} = 6.0758$<br>$s = 2.1140$<br>$n = 277$ |

Table 24

Means, Standard Deviations and Number of Respondents for Subtest:  
Principal as Resource Person "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

|            | Master Contracts                               | No Contracts                                   |  |
|------------|--|--|--|
| Principals | $\bar{X} = 22.400$<br>$s = 6.580$<br>$n = 5$   | $\bar{X} = 23.200$<br>$s = 5.495$<br>$n = 5$   | $\bar{X} = 22.800$<br>$s = 5.731$<br>$n = 10$    |
|            | $\bar{X} = 25.523$<br>$s = 5.435$<br>$n = 130$ | $\bar{X} = 22.686$<br>$s = 4.817$<br>$n = 137$ | $\bar{X} = 24.067$<br>$s = 5.311$<br>$n = 267$   |
|            | $\bar{X} = 25.407$<br>$s = 5.484$<br>$n = 135$ | $\bar{X} = 22.704$<br>$s = 4.821$<br>$n = 142$ | $\bar{X} = 24.0217$<br>$s = 5.3208$<br>$n = 277$ |

Table 25

Summary of Two-Way Analysis of Variance for Subtest:  
Curriculum Development "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 1.801          | 1   | 1.801       | 0.094  | 0.999  |
| Master Contract and No Contract                            | 965.371        | 1   | 965.371     | 83.595 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 16.666         | 1   | 16.666      | 1.443  | 0.229  |
| Residual   | 3152.664       | 273 | 11.548      |        |        |
| Total  | 4135.781       | 276 | 14.985      |        |        |

\*significant at  $p < .05$

Table 26

Summary of Two-Way Analysis of Variance for Subtest:  
 Teacher Selection and Assignment "Ideal Behavior"  
 Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F     | p      |
|--|----------------|-----|-------------|-------|--------|
| Principals and Teachers                                    | 36.364         | 1   | 36.364      | 2.026 | 0.148  |
| Master Contract and No Contract                            | 148.862        | 1   | 148.862     | 8.293 | 0.004* |
| Principals and Teachers by Master Contract and No Contract | 2.951          | 1   | 2.951       | 0.164 | 0.999  |
| Residual   | 4900.211       | 273 | 17.949      |       |        |
| Total  | 5088.391       | 276 | 18.436      |       |        |

\*significant at  $p < .05$



Table 27

Summary of Two-Way Analysis of Variance for Subtest:  
 Teacher Professional Growth "Ideal Behavior"  
 Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 19.990         | 1   | 19.990      | 3.578  | 0.052  |
| Master Contract and No Contract                            | 352.964        | 1   | 352.964     | 63.169 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 7.133          | 1   | 7.133       | 1.277  | 0.258  |
| Residual   | 1525.414       | 273 | 5.588       |        |        |
| Total  | 1905.501       | 276 | 6.904       |        |        |

\*significant at  $p < .05$

Table 28

Summary of Two-Way Analysis of Variance for Subtest:  
Pupil Progress "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F     | p      |
|--|----------------|-----|-------------|-------|--------|
| Principals and Teachers                                    | 16.791         | 1   | 16.791      | 0.848 | 0.999  |
| Master Contract and No Contract                            | 102.980        | 1   | 102.980     | 5.198 | 0.022* |
| Principals and Teachers by Master Contract and No Contract | 6.476          | 1   | 6.476       | 0.327 | 0.999  |
| Residual   | 5408.086       | 273 | 19.810      |       |        |
| Total  | 5534.336       | 276 | 20.052      |       |        |

\*significant at  $p < .05$

Table 29

Summary of Two-Way Analysis of Variance for Subtest:  
Teaching Methodology "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 3.440          | 1   | 3.440       | 0.806  | 0.999  |
| Master Contract and No Contract                            | 55.261         | 1   | 55.261      | 12.945 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 9.301          | 1   | 9.301       | 2.179  | 0.137  |
| Residual   | 1165.378       | 273 | 4.269       |        |        |
| Total  | 1233.380       | 276 | 4.469       |        |        |

\*significant at  $p < .05$

Table 30

Summary of Two-Way Analysis of Variance for Subtest:  
Principal as Resource Person "Ideal Behavior"  
Instructional Leadership Behavior Questionnaire

| Source of Variance   | Sum of Squares | DF  | Mean Square | F      | p      |
|--|----------------|-----|-------------|--------|--------|
| Principals and Teachers                                    | 15.489         | 1   | 15.489      | 0.582  | 0.999  |
| Master Contract and No Contract                            | 506.577        | 1   | 506.577     | 19.050 | 0.001* |
| Principals and Teachers by Master Contract and No Contract | 31.880         | 1   | 31.880      | 1.199  | 0.274  |
| Residual   | 7259.633       | 273 | 26.592      |        |        |
| Total  | 7813.582       | 276 | 28.310      |        |        |

\*significant at  $p < .05$

that principals, whether in school divisions with master contracts or no contracts, resulted in no significant differences in their perceptions of their "ideal" instructional leadership behavior. On the other hand, there were statistical significant differences between teachers in school divisions with master contracts or no contracts in their perceptions of the "ideal" instructional leadership behavior of the principal. Therefore, the statistical significant differences among the combined group of principals and teachers in school divisions with master contracts when compared to the combined group of principals and teachers in school divisions with no contract, therefore, was attributed to the statistical significant differences found among the teacher group. (Table 31)

Chi squares on each question for principals and teachers in school divisions with collectively negotiated master contracts compared with principals and teachers in school divisions with no contractual arrangements for "ideal" instructional leadership behavior of the elementary school principal are included in Table 32. Statistical significant differences were found for each of the six subtests. "Curriculum Development" had all seven questions with statistical significant differences. "Teacher Selection and Assignment" had three of seven questions with statistical significant differences. "Teacher Professional Growth" had all four questions with statistical significant differences. "Pupil

Table 31

Summary of T-Tests for Teachers' Perceptions of the "Ideal" Instructional Leadership Behavior of the Elementary School Principal

| Sub-Test                         | $\bar{X}_1$ | $\bar{X}_2$ | $\bar{X}_1 - \bar{X}_2$ | t    | p     |
|----------------------------------|-------------|-------------|-------------------------|------|-------|
| Curriculum Development           | 17.1000     | 13.2701     | 3.8299                  | 9.14 | 0.000 |
| Teacher Selection and Assignment | 14.9154     | 13.4088     | 1.5066                  | 2.88 | 0.004 |
| Teacher Professional Growth      | 10.1308     | 7.8102      | 2.3206                  | 7.92 | 0.000 |
| Pupil Progress                   | 15.7154     | 14.5547     | 1.1607                  | 2.12 | 0.035 |
| Teaching Methodology             | 6.5923      | 5.6277      | 0.9646                  | 3.82 | 0.000 |
| Principal as Resource Person     | 25.5231     | 22.6861     | 2.8370                  | 4.52 | 0.000 |

$\bar{X}_1$  = Teachers in school divisions with collectively negotiated master contracts.

$\bar{X}_2$  = Teachers in school divisions with no contractual arrangements.

Table 32

Chi Squares for Principals and Teachers in School Divisions with Collectively Negotiated Master Contracts Compared with Principals and Teachers in School Divisions with No Contractual Arrangements for "Ideal" Instructional Leadership Behavior

| Sub-Test                         | Question | Chi Square | DF | p       |
|----------------------------------|----------|------------|----|---------|
| Curriculum Development           | 1        | 69.98300   | 4  | 0.0000* |
|                                  | 8        | 12.73848   | 4  | 0.0126* |
|                                  | 12       | 12.96107   | 3  | 0.0047* |
|                                  | 18       | 59.48940   | 4  | 0.0000* |
|                                  | 20       | 21.74306   | 4  | 0.0002* |
|                                  | 33       | 26.92557   | 3  | 0.0000* |
|                                  | 35       | 14.80518   | 4  | 0.0051* |
| Teacher Selection and Assignment | 2        | 7.90934    | 4  | 0.0950  |
|                                  | 9        | 28.37665   | 4  | 0.0000* |
|                                  | 15       | 9.07551    | 4  | 0.0592  |
|                                  | 31       | 1.91889    | 4  | 0.7507  |
|                                  | 28       | 9.10971    | 4  | 0.0584  |
|                                  | 30       | 16.15300   | 4  | 0.0028* |
|                                  | 36       | 13.35981   | 4  | 0.0096* |
| Teacher Professional Growth      | 3        | 29.30646   | 4  | 0.0000* |
|                                  | 14       | 57.81538   | 4  | 0.0000* |
|                                  | 22       | 23.07394   | 4  | 0.0000* |
|                                  | 37       | 16.15369   | 4  | 0.0028* |
| Pupil Progress                   | 4        | 6.04648    | 4  | 0.1957  |
|                                  | 13       | 5.51708    | 4  | 0.2382  |
|                                  | 16       | 47.86510   | 4  | 0.0000* |
|                                  | 23       | 3.53125    | 4  | 0.4731  |
|                                  | 26       | 22.86758   | 4  | 0.0001* |
|                                  | 29       | 6.70479    | 4  | 0.1523  |
|                                  | 38       | 6.25970    | 4  | 0.1806  |
| Teaching Methodology             | 5        | 12.96297   | 4  | 0.0115* |
|                                  | 10       | 20.74249   | 4  | 0.0004* |
|                                  | 25       | 1.24093    | 3  | 0.7432  |
| Principal as Resource Person     | 6        | 5.80058    | 4  | 0.2145  |
|                                  | 7        | 32.80177   | 4  | 0.0000* |
|                                  | 11       | 7.66891    | 4  | 0.1045  |
|                                  | 17       | 5.73395    | 4  | 0.2199  |
|                                  | 19       | 10.92932   | 4  | 0.0274* |
|                                  | 24       | 37.12123   | 4  | 0.0000* |
|                                  | 27       | 6.90290    | 4  | 0.1411  |
|                                  | 31       | 7.36669    | 4  | 0.1177  |
|                                  | 32       | 4.41373    | 3  | 0.2201  |
|                                  | 34       | 26.62074   | 4  | 0.0000* |

\* significant at  $p < .05$

Progress" had two of seven questions with statistical significant differences. "Teaching Methodology" had two of three questions with statistical significant differences. "Principal as Resource Person" had four of ten questions with statistical significant differences.

The six sub-hypotheses being related to the interaction effect on the ANOVA produced statistical significant differences among the four reference groups only for the main effect, master contract and no contract. Further analysis of this main effect by employing the t-test on the cell means for the teacher groups showed that statistical significant differences existed on each of the six subtests for "ideal behavior." It was then concluded that the main effect's statistical significant differences were attributed to the statistical significant differences among the teacher groups. Therefore, based upon the research, the data were not such to reject sub-hypotheses 7, 9, 10, 11 and 12. The data, however, was present to reject sub-hypothesis 8.

#### Sub-Hypothesis 7

No significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school principals governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "ideal behavior" of the ILBQ disclosed no significant differences existed



in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school principals governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 7 was not rejected.

#### Sub-Hypothesis 8

No significant differences existed in the perceptions held by elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal.

The analysis of variance and the t-test on the six subtests for "ideal behavior" of the ILBQ disclosed significant differences existed in the perceptions held by elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 8 was rejected.

#### Sub-Hypothesis 9

No significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by collective negotiated master contracts with respect to the "ideal" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "ideal behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by collective negotiated master contracts with respect to the "ideal" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 9 was not rejected.

#### Sub-Hypothesis 10

No significant differences existed in the perceptions held by elementary school principals governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "ideal behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 10 was not rejected.

#### Sub-Hypothesis 11

No significant differences existed in the perceptions held by elementary school principals governed by collective negotiated

master contracts and elementary school teachers governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "ideal behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the "ideal" instructional leadership behavior of the elementary school principal. Hence sub-hypothesis 11 was not rejected.

#### Sub-Hypothesis 12

No significant differences existed in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by collective negotiated master contracts with respect to the "ideal" instructional leadership behavior of the elementary school principal.

The analysis of variance on the six subtests for "ideal behavior" of the ILBQ disclosed no significant differences existed in the perceptions held by elementary school principals governed by no contractual arrangements and elementary school teachers governed by collective negotiated master contracts with respect to the "ideal" instructional leadership behavior of the elementary school principal. Hence, sub-hypothesis 12 was not rejected.

## SUMMARY

Presented in this chapter was a description of the population, the results of the Two-Way ANOVA and the results of the t-test on cell means of the teacher groups used to test the twelve sub-hypotheses in the study. Statistical significant differences were noted through the Two-Way ANOVA procedure when the combined perceptions of the elementary school principals and elementary school teachers in school divisions with collective negotiated master contracts were compared with the combined perceptions of elementary school principals and elementary school teachers in school divisions with no contractual arrangements. Each of the twelve subtests (six actual and six ideal) registered a statistical significant difference ( $p < .05$ ) for this main effect, master contract and no contract. Further analysis of this main effect by employing the t-test on the cell means showed that statistical significant differences were apparent on each of the twelve subtests among the two teacher groups. Elementary school teachers in school divisions with collective negotiated contracts perceived the elementary school principal as performing fewer "actual" and "ideal" instructional leadership behaviors than did elementary school teachers in school divisions with no contractual arrangements. It was then concluded that the main effect's statistical significant differences were attributed to the statistical significant differences among the teacher groups. Therefore, based upon the research, the data was not such to

reject sub-hypotheses 1, 3, 4, 5, 6, 7, 9, 10, 11, and 12. The data, however, were present to reject sub-hypotheses 2 and 8. The null hypothesis put forth in this study that no significant differences existed in the perceptions held by elementary school principals governed by collective negotiated master contracts, elementary school principals governed by no contractual arrangements, elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the instructional leadership behavior of the elementary school principal, therefore, was rejected in part.

The findings suggested that there were no differences among the perceptions of principals governed by varying contractual arrangements of the instructional leadership behavior of the elementary school principal. The findings also suggested that there were no differences among the perceptions of principals and teachers governed by varying contractual arrangements of the instructional leadership behavior of the elementary school principal. However, the findings did suggest that there were differences among the perceptions of teachers in school divisions with collectively negotiated contracts as compared to the perceptions of teachers in school divisions with no contractual arrangements of the instructional leadership behavior of the elementary school principal. The findings, therefore, to a degree

supported the current educational literature concerning the perceived loss of instructional leadership authority by principals as a result of collective negotiations. The research findings indicate that behavior definitions that were perhaps different under collective negotiated arrangements might lead to the inference that the contractual arrangement does serve as a variable in defining the behavior of the elementary school principal.

## Chapter 5

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

This final chapter is devoted to a summarization of what the study set out to do, the conclusions based on the results of the study, recommendations for further study and implications of the study.

#### SUMMARY

The problem of this research study was to ascertain the answer to the following question: What are the degrees of divergence or congruence between the perceptions of the instructional leadership behavior of the elementary school principal as held by elementary school principals and elementary school teachers in school divisions which have varying contractual arrangements?

The Instructional Leadership Behavior Questionnaire (ILBQ), designed by the researcher, was used to measure certain instructional leadership behaviors of elementary school principals. Elementary school principals' self-opinions, as well as the opinions of their full-time teaching faculty were obtained on 76 items contained in two equal parts (actual behavior and ideal behavior) of the instrument.

Twelve variables (six actual and six ideal) of instructional

leadership behavior were measured regarding the instructional leadership behavior of ten elementary school principals in the Commonwealth of Virginia in school divisions with varying contractual arrangements. The data were gathered in ten separate sessions, following initial interviews of the ten elementary school principals at their respective centers. The information was requested on the basis of how frequently the elementary school principal "actually" engages in the instructional leadership behavior described (actual behavior) and on the basis of how frequently the elementary school principal should "ideally" engage in the instructional leadership behavior described (ideal behavior). A total of ten elementary school principals and 267 elementary school teachers participated in the research study. This represented 100% of the population sample.

Statistical significant differences were noted through the Two-Way ANOVA procedure when the combined perceptions of the elementary school principals and elementary school teachers in school divisions with collective negotiated master contracts were compared with the combined perceptions of elementary school principals and elementary school teachers in school divisions with no contractual arrangements. Each of the twelve subtests (six actual and six ideal) registered a statistical significant difference ( $p < .05$ ) for this main effect, master contract and no contract. Further analysis



of this main effect by employing the t-test on the cell means indicated that statistical significant differences were apparent on each of the twelve subtests among the two teacher groups. Elementary school teachers in school divisions with collective negotiated contracts perceived the elementary school principal as performing fewer "actual" and "ideal" instructional leadership behaviors than did elementary school teachers in school divisions with no contractual arrangements. It was then concluded that the main effect's statistical significant differences were attributed to the statistical significant differences among the teacher groups. Therefore, based upon the research, the data was not such to reject sub-hypotheses 1, 3, 4, 5, 6, 7, 9, 10, 11, and 12. The data, however, were present to reject sub-hypotheses 2 and 8. The null hypothesis put forth in this study that no significant differences exist in the perceptions held by elementary school principals governed by collective negotiated master contracts, elementary school principals governed by no contractual arrangements, elementary school teachers governed by collective negotiated master contracts and elementary school teachers governed by no contractual arrangements with respect to the instructional leadership behavior of the elementary school principal, therefore, was rejected in part.

### CONCLUSIONS

The results of this study were such that conclusions can be supported to the effect that elementary school principals and elementary school teachers in school divisions with varying contractual arrangements were essentially in agreement in their perceptions of the "actual" and "ideal" instructional leadership behavior of the elementary school principal. However, elementary school teachers in school divisions with collective negotiated contracts perceived the elementary school principal as performing fewer "actual" and "ideal" instructional leadership behaviors than did elementary school teachers in school divisions with no contractual arrangements.

### RECOMMENDATIONS

The recommendations generated from this study were limited to the significance of this study, which were:

1. To provide information that can lead to a better understanding of the instructional leadership behavior of principals in the elementary school setting.
2. To provide information to assist in the training and evaluation of men and women entering the elementary school principalship.
3. To provide information for further statistical research on the principal's instructional leadership behavior.

Since this study was an investigation of the differences in the perceptions of the elementary school principal's instructional leadership behavior as was observed (actual) and as it should be (ideal), the recommendations were on the basis of the findings of this study.

1. It is recommended that the study be replicated by comparing elementary school principals and elementary school teachers in school districts which have had state legislation for approximately ten to twenty years mandating collective negotiated master contract agreements between the boards of education and teacher organizations and which do not have contractual agreements between the boards of education and the teacher organization. Role definitions for principals and teachers in school divisions with collectively negotiated contractual arrangements for a long period of time would be more pronounced than indicated in this present research population. If divergence or congruence in the perceptions were found among the four reference groups, then, possibly, each reference group could positively benefit from a better understanding and communication of the instructional leadership behavior as described by its own opinions and the opinions of the other reference groups.

2. It is recommended that the study be replicated by comparing perceptions of the instructional leadership behavior of the elementary school principal as held by various groups,

i.e., female and male, superintendents, principals, directors of instruction, curriculum advisors and department heads in school divisions with varying contractual arrangements to determine whether or not significant differences exist among the instructional groups' perceptions of the instructional leadership behavior of the elementary school principal. If divergence or congruence in the perceptions were found among the different groups, then, possibly, each group could positively benefit from a better understanding and communication of the instructional leadership behavior as described by its own opinions and the opinions of the other reference groups.

3. It is recommended that each of the thirty-eight behaviors of the ILBQ be studied individually, employing a small population using in-depth techniques such as role playing, role reversal and simulations. The purpose would be to better define the instructional leadership behavior of school principals. The principals and other participants would, therefore, have an instrument for use in helping principals' understand instructional leadership behavior.

#### IMPLICATIONS

The study suggested that there were no differences among the perceptions of principals governed by varying contractual arrangements of the instructional leadership behavior of the

elementary school principal. The study also suggested that there were no differences among the perceptions of principals and teachers governed by varying contractual arrangements of the instructional leadership behavior of the elementary school principal. However, the study did suggest that there were differences among the perceptions of teachers in school divisions with collectively negotiated contracts as compared to the perceptions of teachers in school divisions with no contractual arrangements of the instructional leadership behavior of the elementary school principal. The findings and conclusions, therefore, to a degree supported the current educational literature concerning the perceived loss of instructional leadership authority by principals as a result of collective negotiations.

Based upon the findings and conclusions of the study the following implications are expressed:

1. University personnel concerned with the instructional leadership behavior of the principal should be aware of the essential agreement among the perceptions of the instructional leadership behavior of elementary school principal as held by elementary school principals and elementary school teachers in school divisions with varying contractual arrangements. University personnel also should be aware of the differences among the perceptions of teachers in school divisions with varying contractual arrangements. University personnel should be aware of these findings when constructing the content of

relevant courses to meet the needs of their administrative students. Administrative students would, therefore, gain a better interpretation of how principals and teachers in school divisions with varying contractual arrangements perceive the instructional leadership behavior of the elementary school principal.

2. Personnel designing in-service programs concerned with the instructional leadership behavior of the principal should be aware of the divergence and congruence of principals and teachers perceptions. In-service participants would, therefore, gain a better interpretation of how principals and teachers in school divisions with varying contractual arrangements perceive the instructional leadership behavior of the elementary school principal.

3. Knowing that the principal's instructional leadership behavior is perceived, essentially, the same by principals and teachers in school divisions with varying contractual arrangements, but is not perceived the same by teachers in school divisions with varying contractual arrangements will, hopefully, provide elementary school principals with a stronger foundation from which to administer the elementary school instructional program. The principal, therefore, should recognize that there will be possible changes in behavior expectations between teacher groups depending upon the type of contractual arrangement present in the school division.

The findings and conclusions of this study to a degree support the current educational literature concerning the perceived loss of instructional leadership authority by principals as a result of collective negotiations. How and to what extent collective negotiations have affected the behavior of the elementary school principal was not clearly established in the study. Nor was there evidence in the findings to support a new kind of authority relationship between principals and teachers governed by no contractual arrangements. More research focused on these variables might provide helpful information. Finally, the twelve variables (six for actual behavior and six for ideal behavior) examined in the present study by no means accounted for all the observable variance in instructional leadership behavior; and it was not within the purview of this research study to imply that these variables constitute the ultimate criteria of instructional leadership effectiveness. These criteria do, however, represent intermediate criterion useful in future instructional leadership behavior studies. Since the ILBQ identifies definite instructional leadership behaviors, these criteria are, therefore, believed to be a basic foundation to any future instructional leadership behavior study.

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## APPENDICES

APPENDIX A  
INSTRUCTIONAL LEADERSHIP INTERVIEW SCHEDULE  
(ILIS)

INSTRUCTIONAL LEADERSHIP INTERVIEW SCHEDULE (ILIS)

by

Andrew Temple Carrington

Virginia Polytechnic Institute and State University  
Blacksburg, Virginia  
December, 1976

DIRECTIONS TO INTERVIEWER

The purpose of this interview schedule is to elicit responses from the school principal to determine the process established to make certain decisions for the instructional program the principal administers. This interview schedule, therefore, is designed to make it possible to describe the instructional leadership behavior of the principal as described by a particular school principal.

DIRECTIONS TO INTERVIEWEE (To be read to interviewee by interviewer)

The purpose of this interview schedule is to elicit your responses to questions to determine the process established to make certain decisions for the instructional program you administer. You are asked only to state what the process is and what the principal's tasks are to reach each instructional decision. This interview schedule, therefore, is designed to describe what your instructional role behavior is in your school. All information you supply will remain anonymous as to source.

1. a. What is the process for determining the curriculum activities for pupils and teachers in your school?

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- b. What specific tasks are the responsibility of the principal in determining curriculum activities in your school?

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2. a. What is the process for selecting the teacher personnel in your school?

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- b. What specific tasks are the responsibility of the principal in teacher selection in your school?

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3. a. What is the process for planning and approving the professional experiences for teachers in your school through in-service programs and group studies?

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- b. What specific tasks are the responsibility of the principal in selecting in-service programs and group studies in your school?

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4. a. What is the process for establishing the procedures to evaluate and report pupil progress in your school?

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b. What specific tasks are the responsibility of the principal in establishing procedures to evaluate and report pupil progress in your school?

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5. a. What is the process established to observe teaching techniques?

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b. What specific tasks are the responsibility of the principal in observing teaching techniques in your school?

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6. a. What is the process established to select and allocate the instructional books and materials for your school?

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b. What specific tasks are the responsibility of the principal in selecting and allocating instructional books and materials?

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7. a. What is the process established for determining how the division's curriculum will be adjusted and revised for students in your school?

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- b. What specific tasks are the responsibility of the principal in determining how the division's curriculum will be adjusted and revised for students in your school?

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8. a. What is the process established for assigning and transferring the teacher personnel within your school?

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- b. What specific tasks are the responsibility of the principal in assigning and transferring the teacher personnel in your school?

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9. a. What is the process established for recommending specific professional development classes for the teachers in your school?

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- b. What specific tasks are the responsibility of the principal in recommending specific professional development classes for the teachers in your school?

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10. a. What is the process established for determining how the guidance and testing programs will function in your school?

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- b. What specific tasks are the responsibility of the principal in determining how the guidance and testing program will function in your school?

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11. a. What is the process established for improving the teaching methods in your school?

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- b. What specific tasks are the responsibility of the principal in improving the teaching methods in your school?

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12. a. What is the process established for coordinating the work of different subject areas and grade levels in your school?

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- b. What specific tasks are the responsibility of the principal in coordinating the work of different subject areas and grade levels in your school?

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13. a. What is the process established for evaluating the teachers in your school?

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b. What specific tasks are the responsibility of principal in evaluating the teachers in your school?

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14. a. What is the process established for determining how the library functions in your school?

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b. What specific tasks are the responsibility of principal in determining how the library functions in your school?

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15. a. What is the process established for determining the time allotment in the daily schedule to be devoted to each subject in your school?

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b. What specific tasks are the responsibility of the principal in determining the time allotment in the daily schedule to be devoted to each subject in your school?

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APPENDIX B  
INSTRUCTIONAL LEADERSHIP BEHAVIOR QUESTIONNAIRE  
(ILBQ)  
PRINCIPAL'S EDITION

# "PRINCIPAL"

## INSTRUCTIONAL LEADERSHIP BEHAVIOR QUESTIONNAIRE (ILBQ)

by

Andrew Temple Carrington

Virginia Polytechnic Institute and State University  
Blacksburg, Virginia  
February 1977

### Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the instructional leadership behavior of your principal. Each item describes a specific kind of instructional leadership behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of instructional leadership. Each item should be considered as a separate description. The purpose of this questionnaire is to make it possible for you to describe, as accurately as you can, the instructional leadership behavior of your principal.

This questionnaire is in two parts. You are asked to respond to the items in Part I as to the "actual behavior" of your principal. You are asked to respond to the same items in Part II as to the "ideal behavior" of your principal.

### Directions:

- a. READ each item carefully.
- b. THINK about how frequently the principal "actually" engages in the instructional leadership behavior described by the item. (actual behavior)
- c. THINK about how frequently the principal should "ideally" engage in the instructional leadership behavior described by the same item. (ideal behavior)
- d. DRAW A CIRCLE around one of the five letters (a, b, c, d, or x) following the item to show the response you have selected under each part.

a - Almost Always

b - Fairly Often

c - Occasionally

d - Seldom or Never

x - No Response (if for some reason you cannot answer a question, circle the x)

- |  |                    |                    |
|--|--------------------|--------------------|
|  | <u>Part I</u>      | <u>Part II</u>     |
|  | "Actual Behavior"  | "Ideal Behavior"   |
| e. Example: The principal coaches the basketball team. | a b c <b>(d)</b> x | a <b>(b)</b> c d x |

|   | <u>Part I</u>     |   |   |   |   | <u>Part II</u>   |   |   |   |   |
|---|-------------------|---|---|---|---|------------------|---|---|---|---|
|   | "Actual Behavior" |   |   |   |   | "Ideal Behavior" |   |   |   |   |
| 1. The principal determines how one or more subjects of instruction are organized into definite activities for pupils and teachers. | a                 | b | c | d | x | a                | b | c | d | x |
| 2. The principal selects teacher personnel.   | a                 | b | c | d | x | a                | b | c | d | x |
| 3. The principal provides a continuous program of professional experiences for teachers in the school through in-service training.  | a                 | b | c | d | x | a                | b | c | d | x |
| 4. The principal determines how students are promoted.  | a                 | b | c | d | x | a                | b | c | d | x |
| 5. The principal is responsible for the improvement of teaching methods in the school.  | a                 | b | c | d | x | a                | b | c | d | x |
| 6. The principal determines the allocation of classroom supplies and materials.   | a                 | b | c | d | x | a                | b | c | d | x |
| 7. The principal determines the selection of library books.   | a                 | b | c | d | x | a                | b | c | d | x |
| 8. The principal determines the time allotment in the daily schedule to be devoted to each subject.                                 | a                 | b | c | d | x | a                | b | c | d | x |
| 9. The principal assigns teacher personnel within the school.   | a                 | b | c | d | x | a                | b | c | d | x |
| 10. The principal demonstrates lessons of outstanding teaching.   | a                 | b | c | d | x | a                | b | c | d | x |
| 11. The principal determines how textbooks are selected and adopted.  | a                 | b | c | d | x | a                | b | c | d | x |
| 12. The principal determines instructional problem areas needed for study.  | a                 | b | c | d | x | a                | b | c | d | x |
| 13. The principal determines the placement of students.   | a                 | b | c | d | x | a                | b | c | d | x |

Almost Always  
Fairly Often  
Occasionally  
Seldom or Never  
No Response

Almost Always  
Fairly Often  
Occasionally  
Seldom or Never  
No Response

|   | <u>Part I</u>     | <u>Part II</u>   |
|---|-------------------|------------------|
|   | "Actual Behavior" | "Ideal Behavior" |
| 14. The principal determines how the professional library operates in the school.   | a b c d x         | a b c d x        |
| 15. The principal assigns substitute teachers.  | a b c d x         | a b c d x        |
| 16. The principal formulates plans to evaluate pupil progress.  | a b c d x         | a b c d x        |
| 17. The principal determines the selection of classroom supplies and materials.   | a b c d x         | a b c d x        |
| 18. The principal formulates guiding principles and assumptions for curriculum development  | a b c d x         | a b c d x        |
| 19. The principal determines how the library operates in the school.  | a b c d x         | a b c d x        |
| 20. The principal adjusts the system-wide curriculum to meet the educational needs, interests, and abilities of students in the school. | a b c d x         | a b c d x        |
| 21. The principal evaluates the teachers.   | a b c d x         | a b c d x        |
| 22. The principal recommends specific professional development programs for teachers in the school.                                     | a b c d x         | a b c d x        |
| 23. The principal determines the retention of students.   | a b c d x         | a b c d x        |
| 24. The principal determines the selection of instructional materials.  | a b c d x         | a b c d x        |
| 25. The principal visits classrooms to observe teaching techniques.   | a b c d x         | a b c d x        |
| 26. The principal determines how the testing program operates for the students in the school.   | a b c d x         | a b c d x        |

Almost Always  
Fairly Often  
Occasionally  
Seldom or Never  
No Response

Almost Always  
Fairly Often  
Occasionally  
Seldom or Never  
No Response



|  | <u>Part I</u>   | <u>Part II</u>  |
|--|---|---|
|  | "Actual Behavior"   | "Ideal Behavior"  |
| 27. The principal is the instructional leader of teachers in the school.                                       | a b c d x   | a b c d x   |
| 28. The principal assigns the specific duties to determine the total work load for each teacher in the school. | a b c d x   | a b c d x   |
| 29. The principal is responsible for pupil discipline.   | a b c d x   | a b c d x   |
| 30. The principal evaluates substitute teachers.   | a b c d x   | a b c d x   |
| 31. The principal interprets the basic philosophy, policies and objectives of the school for the school.       | a b c d x   | a b c d x   |
| 32. The principal secures community resources for the school program.  | a b c d x   | a b c d x   |
| 33. The principal coordinates the work of different areas and levels of instruction.                           | a b c d x   | a b c d x   |
| 34. The principal formulates the educational objectives for each grade of the school.                          | a b c d x   | a b c d x   |
| 35. The principal appoints committees of teachers to attack problems in the area of curriculum.                | a b c d x   | a b c d x   |
| 36. The principal selects substitute teachers.   | a b c d x   | a b c d x   |
| 37. The principal encourages teachers to support professional organizations.                                   | a b c d x   | a b c d x   |
| 38. The principal determines how the guidance program operates for students in the school.                     | a b c d x   | a b c d x   |
|  | Almost Always<br>Fairly Often<br>Occasionally<br>Seldom or Never<br>No Response | Almost Always<br>Fairly Often<br>Occasionally<br>Seldom or Never<br>No Response |

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\*\* STOP \*\*

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APPENDIX C  
INSTRUCTIONAL LEADERSHIP BEHAVIOR QUESTIONNAIRE  
(ILBQ)  
TEACHER'S EDITION

## INSTRUCTIONAL LEADERSHIP BEHAVIOR QUESTIONNAIRE (ILBQ)

by

Andrew Temple Carrington

Virginia Polytechnic Institute and State University  
Blacksburg, Virginia  
February 1977

## Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the instructional leadership behavior of your principal. Each item describes a specific kind of instructional leadership behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of instructional leadership. Each item should be considered as a separate description. The purpose of this questionnaire is to make it possible for you to describe, as accurately as you can, the instructional leadership behavior of your principal.

This questionnaire is in two parts. You are asked to respond to the items in Part I as to the "actual behavior" of your principal. You are asked to respond to the same items in Part II as to the "ideal behavior" of your principal.

## Directions:

- a. READ each item carefully.
- b. THINK about how frequently the principal "actually" engages in the instructional leadership behavior described by the item. (actual behavior)
- c. THINK about how frequently the principal should "ideally" engage in the instructional leadership behavior described by the same item. (ideal behavior)
- d. DRAW A CIRCLE around one of the five letters (a, b, c, d, or x) following the item to show the response you have selected under each part.

a - Almost Always

b - Fairly Often

c - Occasionally

d - Seldom or Never

x - No Response (if for some reason you cannot answer a question, circle the x)

- |  |                    |                    |
|--|--------------------|--------------------|
|  | <u>Part I</u>      | <u>Part II</u>     |
|  | "Actual Behavior"  | "Ideal Behavior"   |
| e. Example: The principal coaches the basketball team. | a b c <b>(d)</b> x | a <b>(b)</b> c d x |

|   | <u>Part I</u>     |              |              |                 |             | <u>Part II</u>   |              |              |                 |             |
|---|-------------------|--------------|--------------|-----------------|-------------|------------------|--------------|--------------|-----------------|-------------|
|   | "Actual Behavior" |              |              |                 |             | "Ideal Behavior" |              |              |                 |             |
| 1. The principal determines how one or more subjects of instruction are organized into definite activities for pupils and teachers. | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 2. The principal selects teacher personnel.   | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 3. The principal provides a continuous program of professional experiences for teachers in the school through in-service training.  | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 4. The principal determines how students are promoted.  | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 5. The principal is responsible for the improvement of teaching methods in the school.  | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 6. The principal determines the allocation of classroom supplies and materials.   | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 7. The principal determines the selection of library books.   | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 8. The principal determines the time allotment in the daily schedule to be devoted to each subject.                                 | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 9. The principal assigns teacher personnel within the school.   | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 10. The principal demonstrates lessons of outstanding teaching.   | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 11. The principal determines how textbooks are selected and adopted.  | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 12. The principal determines instructional problem areas needed for study.  | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 13. The principal determines the placement of students.   | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
|   | Almost Always     | Fairly Often | Occasionally | Seldom or Never | No Response | Almost Always    | Fairly Often | Occasionally | Seldom or Never | No Response |

|   | <u>Part I</u>   | <u>Part II</u>  |
|---|---|---|
|   | "Actual Behavior"   | "Ideal Behavior"  |
| 14. The principal determines how the professional library operates in the school.   | a b c d x   | a b c d x   |
| 15. The principal assigns substitute teachers.  | a b c d x   | a b c d x   |
| 16. The principal formulates plans to evaluate pupil progress.  | a b c d x   | a b c d x   |
| 17. The principal determines the selection of classroom supplies and materials.   | a b c d x   | a b c d x   |
| 18. The principal formulates guiding principles and assumptions for curriculum development  | a b c d x   | a b c d x   |
| 19. The principal determines how the library operates in the school.  | a b c d x   | a b c d x   |
| 20. The principal adjusts the system-wide curriculum to meet the educational needs, interests, and abilities of students in the school. | a b c d x   | a b c d x   |
| 21. The principal evaluates the teachers.   | a b c d x   | a b c d x   |
| 22. The principal recommends specific professional development programs for teachers in the school.                                     | a b c d x   | a b c d x   |
| 23. The principal determines the retention of students.   | a b c d x   | a b c d x   |
| 24. The principal determines the selection of instructional materials.  | a b c d x   | a b c d x   |
| 25. The principal visits classrooms to observe teaching techniques.   | a b c d x   | a b c d x   |
| 26. The principal determines how the testing program operates for the students in the school.   | a b c d x   | a b c d x   |
|   | Almost Always<br>Fairly Often<br>Occasionally<br>Seldom or Never<br>No Response | Almost Always<br>Fairly Often<br>Occasionally<br>Seldom or Never<br>No Response |

|  | <u>Part I</u>     |              |              |                 |             | <u>Part II</u>   |              |              |                 |             |
|--|-------------------|--------------|--------------|-----------------|-------------|------------------|--------------|--------------|-----------------|-------------|
|  | "Actual Behavior" |              |              |                 |             | "Ideal Behavior" |              |              |                 |             |
|  | a                 | b            | c            | d               | x           | a                | b            | c            | d               | x           |
| 27. The principal is the instructional leader of teachers in the school.                                       |                   |              |              |                 |             |                  |              |              |                 |             |
| 28. The principal assigns the specific duties to determine the total work load for each teacher in the school. |                   |              |              |                 |             |                  |              |              |                 |             |
| 29. The principal is responsible for pupil discipline.   |                   |              |              |                 |             |                  |              |              |                 |             |
| 30. The principal evaluates substitute teachers.   |                   |              |              |                 |             |                  |              |              |                 |             |
| 31. The principal interprets the basic philosophy, policies and objectives of the school for the school.       |                   |              |              |                 |             |                  |              |              |                 |             |
| 32. The principal secures community resources for the school program.  |                   |              |              |                 |             |                  |              |              |                 |             |
| 33. The principal coordinates the work of different areas and levels of instruction.                           |                   |              |              |                 |             |                  |              |              |                 |             |
| 34. The principal formulates the educational objectives for each grade of the school.                          |                   |              |              |                 |             |                  |              |              |                 |             |
| 35. The principal appoints committees of teachers to attack problems in the area of curriculum.                |                   |              |              |                 |             |                  |              |              |                 |             |
| 36. The principal selects substitute teachers.   |                   |              |              |                 |             |                  |              |              |                 |             |
| 37. The principal encourages teachers to support professional organizations.                                   |                   |              |              |                 |             |                  |              |              |                 |             |
| 38. The principal determines how the guidance program operates for students in the school.                     |                   |              |              |                 |             |                  |              |              |                 |             |
|  | Almost Always     | Fairly Often | Occasionally | Seldom or Never | No Response | Almost Always    | Fairly Often | Occasionally | Seldom or Never | No Response |

APPENDIX D  
LETTER TO JURY OF EXPERTS



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia 24061*

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Dear

I am a doctoral student in the Division of Administration at Virginia Polytechnic Institute and State University. I am currently engaged in a research study to determine the instructional leadership behavior of elementary school principals as perceived by elementary school principals and elementary school teachers in the Commonwealth of Virginia. A total of ten public school divisions, one elementary school from each division, will be selected to participate in this research study.

This letter is to solicit your assistance in the study by you agreeing to serve on the "Jury of Experts" that will be convened to establish the validity of the Instructional Leadership Behavior Questionnaire (ILBQ). The Jury will consist of three university professors in the field of educational administration and four public school administrators. The reactions and comments made by the Jury will be reflected in the final version of the questionnaire to be designed and developed for the research study. Please find one copy of the ILBQ enclosed.

The ILBQ was designed applying the following methodology:

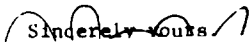
1. Fifteen elementary school principals from across the Commonwealth of Virginia were interviewed to ascertain what they believed their role as principal was in providing instructional leadership for their school. The instrument employed to obtain these opinions was the Instructional Leadership Interview Schedule (ILIS). The ILIS consisted of fifteen questions, each question had two parts, for the principal to respond to.
2. Next, a thorough and concise review and analysis of literature in the field of educational administration helped to further delineate the instructional leadership

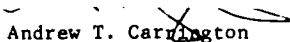


behaviors of the school principal. This research resulted in approximately two hundred items being selected initially and dealt specifically with the instructional leadership behavior of the principal.

3. Finally, all the collected data were combined into the following six general sub-groupings (numbers to the right correspond to the location of the sub-group's questions on the questionnaire):
  - I. Curriculum Development (1, 7, 11, 15, 17, 27, 29)
  - II. Teacher Selection and Assignment (2, 8, 18, 23, 30)
  - III. Teacher Professional Growth (3, 12, 19, 31)
  - IV. Pupil Progress (4, 13, 20, 24, 32)
  - V. Teaching Methodology (5, 9, 21, 25, 34)
  - VI. Principal as Resource Person (6, 10, 14, 16, 22, 26, 28, 33, 35)
  
4. The final version of the questionnaire will be employed to determine the instructional leadership behavior of elementary school principals as perceived by ten elementary school principals and their entire full-time teaching faculty.

I hope you will agree to participate as a Jurist in this research study and I will call you to obtain your response. Should you have questions, please feel free to call me at (703) 951-6629. Thank you.

~~Sincerely yours~~ 

  
Andrew T. Carrington  
Research Assistant

APPENDIX E  
LETTER TO SCHOOL DIVISION SUPERINTENDENTS  
FOR ADMINISTRATIVE APPROVAL



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia 24061*

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Dear Superintendent:

I am a doctoral student in the Division of Administration at Virginia Polytechnic Institute and State University. I am currently engaged in a research study to determine the instructional leadership behavior of elementary school principals as perceived by elementary school principals and elementary school teachers in the Commonwealth of Virginia. Elementary School is one of a group of public elementary schools in Virginia that has been selected to participate in this research study.

This letter is to solicit your assistance in the study by you agreeing to permit the principal and the full-time teaching faculty of Elementary School to participate by completing copies of the attached questionnaire. Total time answering questions is less than fifteen minutes. The responses of each individual will remain anonymous and the results of this study will be reported as a group to insure anonymity. Therefore, names of responders are to be omitted and there is no coding mechanism.

Although the questionnaire concerns the instructional leadership behavior of the principal as it is perceived by the principal and the full-time teaching faculty, the research is not concerned with the scores of a particular elementary school principal but with the scores for the entire sample of elementary school principals as a whole in the Commonwealth.

I hope that you permit the principal and faculty to participate in this study and I will call you to obtain your response. Should you have questions, please feel free to call me, (703) 951-6629. When the study is completed, you and the principal will be given a copy of the research findings.

I appreciate your cooperation

Andrew T. Carrington  
Research Assistant

APPENDIX F  
LETTER TO ELEMENTARY SCHOOL PRINCIPALS  
FOR APPROVAL



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia 24061*

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Dear Principal:

I am a doctoral student in the Division of Administration at Virginia Polytechnic Institute and State University. I am currently engaged in a research study to determine the instructional leadership behavior of elementary school principals as perceived by elementary school principals and elementary school teachers in the Commonwealth of Virginia. Your elementary school is one of a group of public elementary schools in Virginia that has been selected to participate in this research study.

This letter is to solicit your assistance in the study by you agreeing to have yourself and your full-time teaching faculty to participate by completing copies of the attached questionnaire. Total time answering questions is less than fifteen minutes. The responses of each individual will remain anonymous and the results of this study will be reported as a group to insure anonymity. Therefore, names of responders are to be omitted and there is no coding mechanism.

Although the questionnaire concerns the instructional leadership behavior of the principal as it is perceived by the principal and the full-time teaching faculty, the research is not concerned with the scores of a particular elementary school principal but with the scores for the entire sample of elementary school principals as a whole in the Commonwealth.

I hope that you and your faculty will be able to participate in this study and I will call you to obtain your response. Should you have questions, please feel free to call me, (703) 951-6629. When the study is completed, you will be given a copy of the research findings.

I appreciate your cooperation

Andrew T. Carrington  
Research Assistant

APPENDIX G  
LETTER TO PRINCIPALS EXPLAINING  
RESEARCH PROCEDURES AND METHODOLOGY



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

COLLEGE OF EDUCATION

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

Dear Principal:

Thank you for agreeing to participate in my research study to determine the instructional leadership behavior of elementary school principals in the Commonwealth of Virginia.

Enclosed please find:

1. One questionnaire labeled "Principal." You are to circle the letters that best describes your "actual behavior" and "ideal behavior" as principal.
2. questionnaires for your full-time teaching faculty to complete.
3. A prepaid self-addressed manila envelope to return the completed research data (maximum return weight is 2 lbs. 6 oz.).

Since this research study deals directly with the instructional leadership behavior of the principal, would you enclose a copy of the school division's teacher and principal contract agreements? The contracts will be analyzed to ascertain how they determine the instructional leadership behavior of the principal.

Finally, would you also enclose any materials (bulletins, brochures, pamphlets, newsletters, etc.) that may help describe in general terms your elementary school, your school division and the community you serve.

As stated in our first communication, you and your faculty are guaranteed anonymity. All information supplied will remain anonymous and the results of this study will be reported for the entire sample of elementary school principals as a whole in the Commonwealth.

Thank you for your cooperation.

*Sincerely,*

Andrew T. Carrington  
Research Assistant

ATC:sb

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EFFECTS OF VARYING SCHOOL DIVISION CONTRACTUAL ARRANGEMENTS  
UPON THE INSTRUCTIONAL LEADERSHIP BEHAVIOR OF SELECTED  
ELEMENTARY SCHOOL PRINCIPALS IN VIRGINIA

by

Andrew Temple Carrington

(ABSTRACT)

Mentor: Dr. Glen I. Earthman

The problem of this research study was to ascertain the answer to the following question: What are the degrees of divergence or congruence between the perceptions of the instructional leadership behavior of the elementary school principal as held by elementary school principals and elementary school teachers in school divisions which have varying contractual arrangements.

The Instructional Leadership Behavior Questionnaire (ILBQ), designed by the researcher, was used to measure certain instructional leadership behaviors of elementary school principals. Elementary school principals' self-opinions, as well as the opinions of their full-time teaching faculty were obtained on 76 items contained in two equal parts (actual behavior and ideal behavior) of the instrument.

Statistical significant differences were noted through the Two-Way ANOVA procedure when the combined perceptions of the elementary school principals and elementary school teachers in school divisions with collective negotiated master contracts

were compared with the combined perceptions of elementary school principals and elementary school teachers in school divisions with no contractual arrangements. Each of the twelve subtests (six for actual behavior and six for ideal behavior) registered a statistical significant difference ( $p < .05$ ) for this main effect. Further analysis of this main effect by employing the independent t-test on the cell means indicated that statistical significant differences were apparent on each of the twelve subtests among the two teacher groups. It was then concluded that the main effect's statistical significant differences were attributed to the statistical significant differences among the teacher groups. Therefore, based upon the research, the data was not such to reject ten of the twelve sub-hypotheses. The null hypothesis put forth in this study that no significant differences exist in the perceptions held by elementary school principals governed by collective negotiated master contracts, elementary school principals governed by no contractual arrangements, elementary school teachers governed by collective negotiated master contracts, and elementary school teachers governed by no contractual arrangements with respect to the instructional leadership behavior of the elementary school principal, therefore, was rejected in part. The research findings indicate that behavior definitions that were perhaps different under collective negotiated arrangements might lead to the

inference that the contractual arrangement does serve as a variable in defining the behavior of the elementary school principal.

Conclusions based on the results of the study, recommendations for further study and the implications of the study are also included.