

An Exploration of Selected Variables  
Associated with the Instructional Leadership  
of Secondary School Principals

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(ABSTRACT)

This study is an exploration of a set of variables associated with instructional leadership of secondary school principals in Virginia. Four variables--(a) clarity of instructional goals, (b) performance efficacy, (c) autonomy, and (d) instructional expertise--were used to predict the instructional leadership of the principals. Data for the predictor variables were gathered from practicing principals with a mailed questionnaire. A total of 200 questionnaires (64%) were returned; one hundred eighty-four (59%) were usable.

The measure of instructional leadership was developed around seven dimensions of leadership commonly found in the literature on effective schools. Data on these dimensions were gathered from teachers in each participating principal's school. A total of 729 questionnaires (69%) were returned by teachers; seven hundred one (66%) were usable. A principal components analysis of the items on the teachers'

questionnaire revealed seven components of instructional leadership.

Multiple regression analyses were run for total leadership behavior and for each of seven scales derived from the principal components analysis. Three of the analyses produced significant, but small, R-squares: using praise, rewards, and feedback ( $R^2=.05$ ,  $p<.05$ ); establishing an environment for change ( $R^2=.05$ ,  $p<.05$ ); and maintaining an orderly environment ( $R^2=.04$ ,  $p<.05$ ). The partial regression coefficients indicated that the principals' perceptions of autonomy in decision making were positively associated with their use of praise, rewards, and feedback ( $b=.04$ ,  $p<.05$ ) and with their establishment of an environment for change ( $b=.15$ ,  $p<.05$ ).

This study lends some support to those who believe that the provision of increased authority to the local school principal will provide a climate for innovation and change.

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## CHAPTER 1

### THE PROBLEM

#### Background of the Problem

During the 1950s and 60s educational research focused on relationships between the inputs and outcomes of a school system. These studies concentrated on areas that could be easily quantified. The inputs in these studies included such material aspects of the school as dollars spent on instruction and administration, employee experience, allocation of instructional materials, degrees earned by the school staff, number of books per pupil in the library, and socioeconomic level of students. The outputs included student test scores, grades, percentage of graduates going to colleges and universities, and dropout rates. Studies that found a significant association between input measures and outcomes became the basis for recommending that more money be allocated for schooling.

Coleman, Campbell, Hobson, McPartland, Mood, Weinfield, and York (1966) conducted one of the best-known studies in this area. Their report found that much of the difference in achievement outcomes across schools could be explained by the social status and racial composition of the student body.

Their writing indicates that when one looks at the differences between schools, it is difficult to identify school-related variables that account for those differences.

Coleman's research had a tremendous influence on the perception of schooling by both professionals and the public. Some professionals believed that they could have little impact on the education of children; essentially, genes and family background placed a ceiling on what students could learn. The public in general became disillusioned with pouring more dollars into a system that could not produce better results. Criticism of the schools throughout the 1970s was rampant.

During the 1970s, a few educational researchers rejected the interpretation of Coleman's findings that schools could have little impact on the achievement of children and turned their attention to examining school processes, while controlling socioeconomic status (SES) variables which might be associated with higher student achievement. These studies came to be known as the effective schools' research. The research concentrated on school-level variables, and the findings did show differences among schools with students from the same SES levels. Brookover's (1979) work illustrates this shift in perspective from the material aspects of the school--dollars spent, degrees earned, instructional materials--to the attitudes and perceptions of parents, students, teachers, and administrators. His

findings indicated that if students believed that what they were doing made a difference and teachers and principals expected the students to succeed, they usually did. The role of the principal emerged as an important influence in effective schools because the principal is in direct control of the factors that determine whether a school is a high-achieving school or a low-achieving school.

Brookover was not the only one to identify the work of the principal as an influential factor in the effectiveness of schools. After an extensive review of the research on educational effectiveness, The Rand Corporation (1978) Report to the President's Commission on School Finance stated that in every type of school the principal's leadership appeared to be essential in making the school instructionally effective. Wellish, MacQueen, Carriere, and Duck (1978) found the administrators in schools where achievement was improving were more concerned with instruction, communicated their views about instruction, took responsibility for decisions relating to instruction, coordinated instructional programs through regularly discussing and reviewing teaching performance, and emphasized academic standards. Weber (1971), in examining four inner-city schools that were successful in teaching children to read, found eight factors that affected reading achievement: strong instructional leadership, high expectations for students and staff, an orderly environment, a strong emphasis on academics,

instructional assistance to teachers, use of plans, individualization, and careful evaluation of progress. All of these factors are under the direct control of the principal. Rutter, Maughan, Mortimore, Ouston, and Smith (1979) studied twelve high schools in London that had relatively similar students but produced very different outcomes in terms of (a) academic attainment on exams, (b) student behavior in school, (c) attendance, and (d) delinquency. They concluded that the significant difference in these groups of students appeared to be simply that they attended different schools. The differences among the schools were systematically related to their characteristics as social institutions and could be modified by the principal of the school.

Generally, the effective schools research indicates that despite the socioeconomic status of students, principals can affect higher achievement from students if they (a) emphasize academic goals, (b) hold and communicate high expectations for teacher and student performance, (c) provide instructional assistance to teachers, (d) maintain an orderly and safe environment, (e) allocate resources to instruction, (f) protect instructional time, and (g) evaluate the academic achievement of students (Austin, 1979; Brookover, 1979; Edmonds, 1979; Felsenthal, 1978; Irvine, 1979; Kean, Summers, Raivetz & Farber, 1979; McLaughlin & Marsh, 1978; Persell & Cookson, 1982; Strother, 1983).

With the abundance of research pointing to the school principal as a key figure in producing effective schools, it seems reasonable to begin focusing research on the principals themselves. Certainly, not all principals exhibit the behaviors of effective principals. Some principals will exhibit them to a low degree; others, to a moderate degree; and still others, to a high degree. What accounts for this variation in these leader behaviors is the question of this research. If this researcher can answer this question with the identification of a set of variables that can predict effective leader behaviors, this study can provide some direction for training and selecting people who hold the promise of becoming effective principals.

One strategy for identifying variables associated with effective instructional leadership of principals is to review the literature and make a list of those variables found to be associated with or suggested to be associated with one or more aspects of instructional leadership. These variables are then submitted to a step-wise regression analysis and the best predictors are identified. Part of this strategy was used in this study. A list of variables was prepared after an extensive review of the literature; however, the researcher and his advisor selected for study specific variables they believed to have a major impact on the behavior of the principal as instructional leader. These variables were: (a) clarity of instructional goals, (b)

performance efficacy, (c) autonomy, and (d) instructional expertise. Instructional expertise included three categories: (a) knowledge of instruction, (b) interpersonal skills, and (c) intellectual skills. The variables used in the study appear in Figure 1.

### Research Question

The specific research question to be answered by this study was:

What proportion of the variance in the instructional leadership behavior of secondary principals can be attributed to the principal's clarity of instructional goals, performance efficacy, autonomy, and instructional expertise?

### Definitions of Variables

#### **Instructional Leadership**

This is the principal's behavior with respect to the delivery of instructional programs which promote achievement of students. Instructional leadership includes: (a) an emphasis on academic goals: the degree to which the principal prescribes and communicates to teachers and students academic goals for the school and recognizes the accomplishments and achievements of students and teachers; (b) high expectations for teacher and student performance:

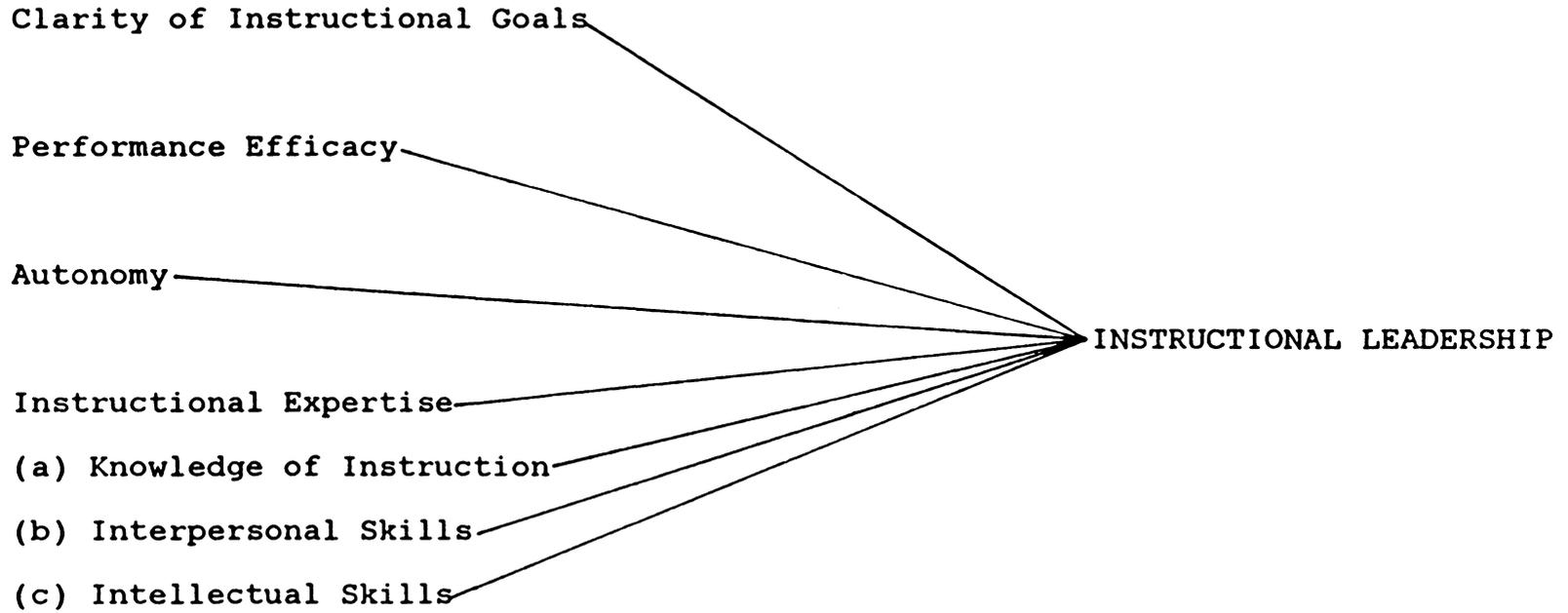


Figure 1. Variables associated with instructional leadership.

the degree to which the principal communicates clearly to each teacher and student the expectation that each can and will succeed in attaining prescribed academic objectives; (c) instructional assistance to teachers: the degree to which the principal models and presents effective instructional practices and skills to motivate teachers; (d) an orderly and safe environment: the degree to which the principal establishes and enforces a code of conduct regarding student behavior; (e) allocation of resources to instruction: the degree to which the principal provides instructional materials for teachers to accomplish instructional objectives; (f) protection of instructional time: the degree to which the principal limits the number of interruptions to the instructional program; and (g) the evaluation of academic achievement: the degree to which the principal uses assessment data as the basis for informing students of their academic progress and informing teachers of their students' remediation needs. These behaviors are generally cited in the effective schools' literature (For example, see Strother, 1983, and Persell & Cookson, 1982). In this study, instructional leadership is measured by items 1 through 78 in the Teachers' Questionnaire in Appendix E.

Clarity of Instructional Goals. The principal's expectations for the school may be stated in a set of short and/or long-range instructional goals (Rutherford, 1985). In this study, this variable is concerned with how

quantitatively and measurable the goals are for the school. Clarity of instructional goals is measured by item A in the Principals' Questionnaire in Appendix C.

Performance Efficacy. Performance efficacy is a principal's perception of his/her ability to improve instruction and to accomplish the goals of the school. This definition is consistent with that of Fuller, Wood, Rapoport, and Dornbusch's (1982). In this study, performance efficacy is measured by items T through U in the Principals' Questionnaire in Appendix C.

Autonomy. Autonomy refers to a principal's perception of his/her authority to exercise discretion in carrying out the responsibilities associated with instructional leadership for his/her school. In this study, autonomy is measured by item S in the Principals' Questionnaire in Appendix C.

Instructional Expertise. Instructional expertise is the knowledge and skills needed by the principal to facilitate the work of teachers in their efforts to increase students' learning. Specifically, these are knowledge of instruction, interpersonal skills, and intellectual skills.

Knowledge of instruction refers to a principal's knowledge of research-based instructional practices. In this study, knowledge of instruction is measured by items B through H in the Principals' Questionnaire in Appendix C.

Interpersonal skills refers to the principal's skills in establishing and maintaining healthy interpersonal relationships with teachers, such as those necessary to establish rapport, mediate conflict, and build cooperation. In this study, interpersonal skills are measured by items I through Q in the Principals' Questionnaire in Appendix C.

Intellectual skills refers to a principal's ability to identify, gather, analyze, and use relevant information in solving problems and making decisions about instruction. In this study, intellectual skills are measured by item R in the Principals' Questionnaire in Appendix C.

### Hypothesized Relationships

The hypothesized relationships between the predictor variables and the instructional leadership of principals are defined and explained below. The relationships are supported by research when it is available.

#### **Clarity of Instructional Goals and Instructional Leadership**

Highly effective principals, in contrast with their less effective peers, seek out opportunities to clarify goals with staff, students, parents, and other relevant members of the school community. They understand that school improvement goals will only direct the action of staff, students, and

others to the extent that these people adopt them as their own (Rutherford, 1985).

If the principal has a clear set of goals for the school, these goals can be used as a set of standards to measure school performance. Without standards, principals have little basis for judging how they are doing or for gauging their capabilities. Locke and Latham (1984) found that "...specific goals direct action more reliably than vague or general goals" (p. 20). When goals are clear, employee commitment increases. People who are given specific, challenging goals perform better than people who are given specific, easy, vague (such as "do your best"), or no goals.

Critical-incident studies have shown that goal setting can be a key determinant of high productivity. In addition to improving productivity, goal-setting may also clarify expectations, relieve boredom, increase satisfaction with performance, lead to increased recognition and spontaneous competition, and increase confidence and pride in one's work (Locke & Latham, 1984).

Bennis and Nanus (1985) explained that when an organization has a clear sense of its purpose and direction, and this image is widely shared, individuals will have a good understanding of their responsibilities in the mission of the organization. This condition empowers and confers status upon individuals because they can see themselves as part of

a worthwhile endeavor that allows them to gain a sense of importance and purpose. If individuals feel they can make a difference and move toward accomplishment of specific goals, then they are much more likely to bring vigor and enthusiasm to their work; and the results will be mutually reinforcing. Under these conditions, the collective energies of all individuals are directed toward the goals of the organization, thereby enhancing conditions for success. For the principal, this means that if he/she had cooperatively developed with his/her staff a clear purpose and direction for the school that is understood and important, the staff is much more likely to exert the necessary energy to achieve the goals of the school.

Studies in industry (Steers & Porter, 1974) have shown that workers who plan their activities around organizational goals increase both their effectiveness and their efficiency by a large margin. Planned school actions by the principal, where every professional is certain about the goals of the school for the year and where professionals work together to reach these goals, are likely to enable the staff to perform at higher levels of productivity.

The basic motivational assumption of goal-setting programs is that effort (and consequently performance) is increased by providing individuals with clear targets toward which to direct their energies (Steers & Porter, 1974).

Myers (1970) suggested that meaningful goals can provide a sense of purpose for almost any type of activity. He described goals that potentially have maximum motivational value as those that are influenced by the employee and are visible, desirable, challenging, and attainable. Such goals lead to the satisfaction of an individual's needs for growth, achievement, responsibility, recognition, affiliation, and security.

Raven and Rietsema (1957) found that the clear specification of goals was positively associated with greater goal commitment, increased feelings of work-group cohesiveness, and increased interest in the task.

Locke (1968) argued that individuals tend to strive harder to improve task performance when high expectations for achievement exist within the work group.

The principal in the effective school has a set of clear goals directing what he/she desires the instructional program to be, holds a set of values about the instructional program, promotes the welfare of students, shows fairness to the staff, and participates in the observation and coordination of academic work within the school (Brookover, 1979; Edmonds, 1979; Austin, 1979; Rutherford, 1985; Wellisch, MacQueen, Carriere, & Duck, 1978). It is important for the principal to have this clear set of goals, or else he/she will spend too much time putting out "brush fires" (Blumberg & Greenfield, 1980) or in "administrivia" (Levine & Doll,

1971). In high-achieving schools, compared to low-achieving schools, principals emphasized instruction as the most important goal of the school (Brookover & Lezotte, 1979).

According to DeCharms, et al. (1976), if the principal has short-range and long-range goals for the school, including student achievement goals, then the principal's actions will be associated with feelings of commitment and responsibility. For this to happen, the principal must consistently act on and personify the goals of the school by repeating them time and again until they are incorporated into the culture of the school. An inference that may be made from the work of Bennis and Nanus (1985) is that the principal must be able to clearly articulate goals for the instructional program that are simple, easily understood, and desirable, and give them legitimacy by reinforcing them through the strategic planning and decision-making processes.

Rutherford (1985) reported on a University of Texas study in which principals were asked, "What are your goals for this school--your long-range goals and expectations?" Without hesitation, effective principals began to list their goals for their schools, goals focused on students. Less effective principals responded with a long pause and then a nonspecific statement.

Bennis and Nanus (1985) suggested that leaders must have a sense of what might be and pay attention to what is going on. If a school has a clear sense of its purpose and where

it is going, and this image is widely shared, individuals are able to find their own roles both in the school and in the larger society. All individuals can make difficult decisions without having to appeal to higher levels in the school each time because they know what end results are desired.

An indicator of commitment to the goal of academic achievement is reflected in the way principals expect teachers to give of their personal time. In schools with higher achievement, teachers are willing to do this; but in those with lower achievement, teachers are not willing to give extra time unless they are paid for it (Brookover & Lezotte, 1979).

Dwyer (1984) found the most impressive ability demonstrated by principals was their ability to create and sustain a perspective of what quality schooling might be; through all of the uncertainty and conflict that characterized their environments, they worked to instill these goals in their staffs and patrons, defining a mission in which all might participate.

Both a set of clear goals and commitment to instructional leadership have specific definitions: for example, Edmonds' (1979) goals for a school emphasized basic skills as the chief concern of schools. Principals who accepted these goals developed and communicated a plan for dealing with achievement problems in basic skills. These principals set expectations for students and imparted a

belief that teachers are responsible for students' learning, and that parents and environmental factors are not to blame for failure.

Central to the accomplishment of the goals of the school is the principal. He/she, more than any other person, shapes and articulates the prevailing ambience and creates a sense of mission. In studies of successful schools, the significance of the principal rises to the surface (Goodlad, 1975).

The principal is the crucial implementer of change. Any proposal for change that intends to alter the quality of life in the school and that intends to direct the school toward the accomplishment of its goals depends primarily on the principal (Mitchell, 1979). The leadership of the principal has been identified as one factor that distinguishes successful schools from those schools that fail (Weber, 1971).

Leithwood and Montgomery (1982) suggested that goals held by the principal determine, in a significant way, how principals define their jobs in school and in terms used to represent the problems associated with school improvement. This was explained as a function, in part, of the principal's internalized goals; the more closely linked to school improvement such goals become, the greater the likelihood that factors selected for attention will bear on school improvement.

Leithwood (1981) reported that highly effective principals selected their goals from those suggested for students by agencies of the state (e.g., State Education Department or Secretary of Education), the local school board, and the perceived needs of the community and students served by the school. This selection process increased the possibility that the goal eventually internalized by the principal was consistent with readily defensible expectations for school improvement; the adoption of such goals by the principal significantly increased attention to subsequent "environmental inputs" likely to promote school improvement. This is in sharp contrast with relatively ineffective principals whose goals, because they are largely derived from perceptions of personal needs, may not have any direct relationship to school improvement.

According to Leithwood and Montgomery (1982), effective principals' goals are ambitious and apply to all students. The goals are based on a defensible philosophy of education; one characterized by explicit images of the educated person and a balanced focus on the development of knowledge, skill, and affect.

Leithwood (1981) found that internalized goals serve as a focus for planning one's actions and as a source of criteria for deciding what those actions will be. Evidence suggested that as principals increased their effectiveness, their goals for school improvement were more consistently and

explicitly used for planning and decision-making. Less effective principals may personally adopt worthwhile school improvement goals but lack the skills needed to use such goals effectively.

Generally, the research on task goals reveals that increased specificity of task goals is positively related to increased employee effort and to better performance on the job (Steers & Porter, 1974; Bennis & Nanus, 1985).

### **Performance Efficacy and Instructional Leadership**

If a principal believes that he/she can perform the work necessary to influence student achievement, then he/she will commit the energy and resources to achieve this end.

According to Ashton and Webb (1986), we have come to believe that low efficacy attitudes are caused by a whole complex of systems and events that ultimately alienate many principals from their work. Principals that feel disempowered become spectators of, rather than participants in, their own institutions.

Principals do not directly work with children in accomplishing schools' goals; they work with and through teachers and other staff. "Improving of organizational performance often involves empowering individual actors to improve their own work and feeling of competence" (Fuller, Wood, Rapoport, & Dornbusch, 1982). This motivation to

improve rests in large part upon boosting the individual's sense of efficacy in obtaining material and social psychological rewards" (Fuller, Wood, Rapoport, & Dornbusch, 1982).

According to the literature, a sense of efficacy is an important element in the link between knowledge and behavior. This sense of efficacy affects performance by generating coping behavior, perseverance, responses to failure, growth of intrinsic interest and motivation, achievement strivings, and career pursuits (Bandura, 1982; Bandura & Schunk, 1981; DiClemente, 1981).

Combs (1982) reported that principals' comments, evaluations, tone of voice, facial expressions, and other mannerisms signal to teachers that they are genuinely appreciative of teachers' efforts. Principals who function in this way demonstrate to teachers that they view them as possessing a dignity and integrity which must be respected and maintained.

The literature tends to indicate that there are a number of attributes that are common to leaders who are able to communicate high performance expectations to the members of the organization. Those identified by Rosenthal (1973) are (a) a strong and positive sense of self, (b) confidence in their ability to facilitate the development of staff members, (c) facility for helping staff members set goals and objectives that are realistic and attainable, and (d) the

view that the achievements of staff members are the ultimate success and reward.

Leithwood and Montgomery (1984) found that effective principals were pro-active, particularly in regard to instruction and the welfare of students. On the other hand, they found the typical principal tended to be primarily responsive to district demands and the many other sources of problems encountered every day.

Sarason (1971) suggested that successful principals welcome new ideas, have high tolerance for ambiguity, are analytical, and adopt a practical stance toward life. Principals' locus of control is related to how they behave in schools, specifically to what and how much they will initiate. Those who believe that their destiny is within their own control are more likely to act strongly and to test the tolerance of the system for diversity than are principals who believe that their fate is determined by forces beyond their control.

Conditions for efficacy and efficiency depend on leadership. School leadership is not a mystical attribute but a set of attitudes, activities, and behaviors (Gersten, Carnine, & Green, 1982) which inspire others to effective group efforts.

The effective principal directs staff interaction and participatory planning around the specific goals of instruction, which helps engender a more widely shared

consensus on values and goals through which the achievement climate becomes self-sustaining (Stallings & Mohlman, 1981).

According to Quinn (1978), a principal must assume the responsibility of teacher motivation if the fullest potential of both teachers and students is to be realized. The principal must aggressively utilize all his/her influence and talents to create the synergy that comes when the goals of teachers are the same as the goals of the school.

McCoy and Shreve (1983) found that for a successful principal to become self-actualizing, he/she must (a) have a plan for continual growth, (b) read constantly in wide areas to keep abreast of new ideas in the field of education and outside, (c) self-analyze values to make sure beliefs and actions are consistent, (d) make sure the job is meaningful and if it is not redesign it or quit it, (e) focus on the outward and future contributions he/she can make to society, (f) seek out and participate actively in new experiences, (g) manage time in order to prioritize its use, and (h) make strong commitments to those things of high priority.

Gretchko and DeMont (1980) concluded that the single most significant characteristic of a successful principal is self-image. Successful principals feel that being a school principal is an important job. They are proud of their profession and feel that what they do has an impact on the lives of both the young and the adults with whom they

interact. They feel they are in control of their own destiny and delight in the challenges of the role.

Huddle's (1986) article based on a study of 571 secondary schools in a secondary recognition program reported that successful principals are thoughtful and careful in the supervision of staff, and they insist on careful curriculum management across subjects and grades. Principals allow teachers great flexibility within these frameworks. In such an environment, the teachers have a sense of control over their work life and ownership over the way the school is operated.

A major theme in successful secondary schools is recognition of teacher accomplishment from the principal. Teachers constantly receive short notes from the principal (usually handwritten) thanking them for something special they have done. The principal notices what they do and does not hesitate to thank them for their efforts (Huddle, 1986).

Vroom (1964) found that performance improved as individuals were given an increasing voice in decisions affecting their jobs. This improvement was probably accounted for at least in part, Vroom concluded, by the increased degree of ego involvement that resulted from participation.

According to Bandura (1981), people's perceptions of their capabilities influence their thought processes and emotional reactions during anticipatory and actual

transactions with their environment. A sense of self-efficacy develops as an individual believes he/she has mastered the behaviors necessary to achieve a desired outcome. People tend to avoid situations that they believe exceed their capabilities, but will undertake and perform with assurance activities they judge themselves capable of handling. If the perceived self-efficacy is strong, efforts for task completion will be vigorous and persistent. In the face of difficulties, people who entertain serious doubts about their capacities slacken their efforts or give up altogether; whereas people who have a strong sense of efficacy exert greater effort to master the challenges. These findings suggest that if the principal approaches a task with strong self-doubts, he/she will dwell on personal deficiencies and generate debilitating distress, which creates internal obstacles to effective performance. By contrast, if the principal has a strong sense of efficacy, he/she will deploy the necessary skills to meet the demand of the situation and be spurred by obstacles to greater effort.

Bandura, Adams, & Beyer (1977) found that performance accomplishments provide the most influential source of efficacy information because they are based on authentic mastery experiences. Successes raise efficacy appraisals; repeated failures lower them. If a person has developed a strong sense of efficacy through repeated success, occasional

failures are unlikely to have much effect on one's judgments of his/her capabilities.

The notion that the principal's expertise can affect teachers' performance and ultimately pupil achievement is corroborated by the writings of Miller (1976), who examined the relationship between administrative behavior and school productivity. He reported that the key to improving teacher performance is to ensure that principals develop leadership behaviors that are high in the following considerations: socioemotional support, open communication, genuineness, and so on.

Goal setting is an important instructional task for principals of effective schools. According to Locke and Latham (1984), goal acceptance is easier when the leader is thoroughly trained in the principles of goal setting. If the principal lacks skill in the areas for which the goals are set, action plans will be meaningless. Goals facilitate performance in four ways: they direct attention and action; they mobilize energy and effort; they increase persistence; and they motivate the development of appropriate task strategies. When he/she attains goals, especially difficult ones, the individual not only feels satisfaction over a job well done but pride in accomplishment. If the goal requires, as most do, the productive use of the individual's mind, success heightens self-esteem. When people succeed, they feel an increased sense of efficacy: they feel, in the

context of their work, that they can cope, that they can master reality. The conviction that they are competent lessens the threat posed by future assignments by making people more willing to take on challenging tasks in the future.

McCoy and Shreve (1983) studied the behavior of successful principals and concluded that because the principals were self-actualizing, they were able and willing to commit themselves to changes they felt would better the needs of others and at the same time bring a sense of self-satisfaction. With this strong foundation, it was possible for these leaders to adapt their style of leadership, interact with others, choose effective strategies, and motivate others to high levels of performance.

The successful principal recognizes the differences in people--their motivational needs and their levels of self-development in a particular situation. He/She adapts his/her style and interacts in ways that have meaning for followers. It is through this manner of interaction that the followers become motivated, involved, and committed to the implementation of planned change (McCoy & Shreve, 1983).

Lewis (1978) reported that individuals are socialized to believe that their self worth depends on their ability to surpass the achievements of others; thus, in our culture, an individual's ability to excel where others have failed is

taken as evidence of competence or strength of character; whereas, failure is indicative of incompetence or weakness of character.

Fromm (1963) suggested that when individuals doubt their professional competence, social status, and self-worth, they find an available haven from anxiety: conformity to authority.

Vroom's (1964) application of expectancy or efficacy theory to organizational settings assumes that high individual motivation results from high value and high expectancy in achieving an objective. His model of efficacy suggests that the individual is motivated by unambiguous, predictable tasks. Thus, principals will hold higher efficacy (and motivation) in working with an intervention if valued outcomes and expectancy of success are both high. Specialization in bureaucracies clarifies tasks to be performed and goals to be achieved and complements Vroom's model of efficacy.

Bandura (1982) suggested that self-efficacy is a cognitive mechanism that regulates behavior. A sense of self-efficacy develops as an individual acquires a conviction of personal competence; that is, when the individual believes he or she has mastered the behaviors necessary to achieve a desired outcome. The strength of an individual's sense of self-efficacy determines whether he or she will initiate and sustain a behavior in the face of difficulties.

Dweck (1976) reported that when failure is attributed to lack of ability, motivation tends to decline; when failure is attributed to effort, motivation is less likely to suffer.

Ashton, Webb, and Doda (1983) found that teachers' sense of efficacy was of significant value in understanding teachers' definitions of their role, their attitudes toward their work, and their interactions with students. It could be assumed the same would apply to principals.

Gross and Herriotts' (1965) research demonstrated the important influence of school district level administrators on the attitudes of principals and teachers and the achievement of students. They found that the support of higher administrative levels was related to principals' effectiveness, which, in turn, was related to teachers' morale and professional performance and to the students' achievement.

The research on effective schools supports the contention that principals' sense of efficacy is an important contributor to their motivation. The extent to which principals feel capable of working through teachers to affect student achievement influences both the effort they exert in instruction and their willingness to persist in working with their most difficult teachers. If principals do not feel that they can perform the task, tackling such a task is unpleasant and creates anxiety. Motivation to initiate

action toward completion of the task is absent (Ashton & Webb, 1986).

### **Autonomy and Instructional Leadership**

The literature (Robinson, 1984; Bottoni, 1984; Hoy & Rees, 1974) indicated that if principals are to be successful in educational change, they must have the autonomy commensurate with their responsibility to make decisions at the school level necessary to demonstrate instructional leadership. According to McCurdy (1983), the power of principals has risen and fallen over the last half century as school boards and central offices assumed greater control and then relaxed their authority as decentralization concepts gained vogue.

Bottoni (1984) contended that principals must be recognized as "top level" managers and treated accordingly. He suggested that the organizational structure that seemed to enhance principals' roles was a straight line of authority from the superintendent. Paying lip service to the role of the middle manager and to the "concept of team management" demeans the principal according to Bottoni. He concluded that decision-making powers must be granted to principals in their spheres of operation. A strong leadership development program and reinforcement through recognition for improved

performance must accompany the added responsibility to be expected.

A Rand Corporation study (1978) which looked at changes in the principal's role during the late 1970s found that principals were more constrained by rules, more subject to public scrutiny, and less in control of their own schedules than they had been in earlier years. Principals interviewed for the Rand study said they were spending more time on paperwork and on working with parents on noninstructional needs of students, such as health, discipline, and custodial care. As a result, they were spending less time on instructional supervision.

Martin and Willower (1981) reported that while it can be argued that principals have had their power diluted the principals they studied remained in command of their situations throughout each day. They operated as the central authority figures within their work spheres; and, while their power to shape events within the school was far from absolute, the principals were the focal points of organizational governance.

Manasse (1984) reported that given the existence of discretionary authority, effective principals have learned to lead within that work structure, to identify and use the discretionary authority they have, and to function within the larger organizational context in such a way that they expand their discretion.

Levine and Stark (1981) found that principals were willing and able to interpret rules in a manner that enhanced rather than reduced the effectiveness of their schools.

Sarason (1982) concluded that the leadership of principals may not be as limited by real roadblocks as by their own inaccurate perceptions of the system as intolerant of unorthodoxy. The system is frequently seen by individuals in ways that obscure, many times unwittingly, the range of possibilities available to them.

According to Goodlad (1984), principals in effective high schools appear to have clear authority to coordinate the power to take action in response to instructional problems. However, researchers find that autonomy is not so much granted as it is taken by strong leaders who want to protect their vision from the intrusions of an uncertain environment.

Data on exemplary schools reveal an emphasis on building-level initiatives--particularly in the area of curriculum (McCormack & Larkin, 1985).

Hoy and Rees (1974) reported that the more hierarchical influence principals were perceived as having, the more loyalty they commanded from teachers. Teachers felt if their principal influenced higher-level decisions, they would get a fair share of available resources, their decisions would not be overruled by higher authorities, and they could get enough authority to get the job done. Principals who were perceived as unable or unwilling to exert influence in the

hierarchical structure appeared to be at a distinct disadvantage in influencing their subordinates. Therefore, principals without the support and loyalty of their teachers were not in a position to lead.

At the "In Honor of Excellence Conference" (1986), seven conditions were listed as essential for a professional work environment in schools. One condition listed as necessary was that additional authority for decisions be extended to the school level and decision making be broadened to include more educators affected by the decisions. Good management practice suggests that decisions be delegated whenever possible to increase the sense of participation and ownership. The statement concluded that individual schools with increased professional autonomy will accept responsibility and accountability for professional results.

Donaldson (1985) suggested that our best chance to reach the summit of excellence in instruction hinges on our efforts behind the classroom door, rather than on program and policy revision; and the principal controls these activities.

Ernest Boyer (1985) suggested that as more authority shifts away from the local school, a bureaucratic model may be shaped that leaves principals more accountable, but less empowered. In the process, they will be blamed for the failure of design problems dictated unilaterally from above. He proposed that new ways must be found to give more participation and more empowerment to those who do the work.

John Goodlad (1984), author of A Place Called School, has long contended that efforts to change education should be centered not on the teacher or the district, but on the school. Resources of the district should be brought to bear on helping individual schools do what they have planned.

Milwaukee's Project Rise (1985) reported that as the principal's role changed from a building manager to include being an instructional leader, the principals in these schools loosened the linkages between the central office and the school. This move strengthened the sense of school ownership and engendered the responsibility among staff for the successes or failures of the school.

Lezotte (1982) reported that effective schools' research is founded on the local school improvement effort of each school concerned. The principal is the critical actor in this effort.

Miller, Cohen, Shelley, and Sayre (1985) indicated that any lasting change in a school will occur only because the staff itself changes norms of expectations, appropriate role definitions, standards of accountability, and patterns of behavior. Change cannot be imposed from outside.

Generally, according to the literature, the principal's personal authority grows from the personality and demonstrated competence of the individual and is bestowed voluntarily by others. Personal power must be earned and cannot be bestowed by an organization (Weber, 1958).

## Instructional Expertise and Instructional Leadership

The principal's job is to facilitate student learning through instructional leadership. In addition to clear goals, if a principal has the expertise to accomplish those goals, then he/she will be able to demonstrate instructional leadership. Expertise includes three categories: (1) knowledge of instruction, (2) interpersonal skills, and (3) intellectual skills.

**Knowledge of Instruction.** The principals' knowledge of current research-based instructional practices enables them to provide instructional leadership to teachers.

The teacher's role is to help students learn, which implies providing students with time to learn and appropriate content to learn, in ways that promote student success. If this is to happen, the principal must be knowledgeable about the instructional program and must organize the school to make it happen.

Brookover, Beady, Flood, Schweitzer, and Wisenbaker (1979) suggested that it is not enough for principals to convey the expectation of academic achievement. They must also stress teaching strategies and behaviors that could be used to achieve these expectations.

The Gorton study (1971) reported that teachers will not seek the leadership of the principal unless the principal is

perceived as possessing expertise, i.e., special knowledge or skills for helping teachers with instructional problems.

Mann and Lawrence (1983) reported that lack of training and experience in classroom instruction will limit the credibility of principals to assert themselves as instructional leaders.

In effective schools, most teachers believe that children can succeed, and they have confidence in the principal's ability to lead. According to the Squires study (1984), three actions are associated with high student achievement: checking that teachers assign homework, observing in classrooms, and conferring with teachers. Effective principals have found ways to organize their time to do these.

The Squires study (1984) also reported that in effective schools there is assertive, knowledgeable administrative leadership by school principals. In regard to instruction they (a) observe classroom instruction regularly and spend time in discussion of instructional plans and students' achievement with the staff on a regular basis; (b) are thoroughly familiar with instructional programs---objectives, materials, and activities; (c) regularly focus faculty meetings on instructional goals and instructional management; and (d) use test data to build their roles as instructional leaders.

Fullan (1981) stressed the need for principals to become directly involved (in curricular change for example) to meet, sit down, keep informed, and be knowledgeable so that they can help their teachers.

Although not directly stated, a number of studies relate expertise and commitment to leadership by implication. Examples are cited from the work of Squires, Huitt, and Segars (1984), Brookover, Beady, Flood, Schweitzer, and Wisenbaker (1979), Austin, (1979), and Wellish, MacQueen, Carriere, and Duck (1978).

Squires, Huitt, and Segars (1984) reported that the school's academic emphasis is promoted by the organizational structures principals put into place and by their beliefs. Supervision by the principal that supports teachers' efforts to increase student involvement and success may lead to increases in student achievement if principals help teachers plan, manage, and instruct.

Brookover, Beady, Flood, Schweitzer, and Wisenbaker (1979) reported that principals in higher achieving schools express the belief that students can master their academic work and that they expect them to do so. They are committed to seeing that their students learn to read, to do mathematics, and to do other academic work. These norms and the principal's commitment are expressed in the instructional activities which absorb most of the school day. In contrast, if the norms of achievement as perceived by the principal are

low, little is expected and less time is devoted to instructional activities.

Austin (1979) found the principal's role to be important in supporting the belief systems held by teachers and students. Effective principals were committed to running their schools for a purpose, participated in the classroom instructional program and in actual teaching, and felt that they had control over the functioning of the school, the curriculum, and the staff.

The effective schools research reported that principals in schools where achievement was improving were more concerned with instruction, communicated their views about instruction, took responsibility for decisions relating to instruction, coordinated instructional programs through regularly discussing and reviewing teaching performance, and emphasized academic standards.

Interpersonal Skills. It is through person-to-person relationships that most of the work of school principals is accomplished. The principal's skill in working with teachers in developing and implementing the instructional program determines the principal's effectiveness. The literature (Croghan & Lake, 1984; Huff, et al., 1982; Chapman & Willis, 1982), suggested that interpersonal skills--such as those necessary to establish rapport, mediate conflict, and build cooperation--are among those perceived as most frequently displayed.

Willis (1980) found that principals spent the highest proportion of their time in direct, personal interaction with other people--the effectiveness of which would certainly be reduced if interpersonal skills were not possessed.

Squires, Huitt, and Segars (1984) highlighted three specific interpersonal skills of principals associated with effective schools: (a) Principals in effective schools model an emphasis on academics by observing classrooms, conferring with teachers about instructional matters, and setting agreed-on goals for the school. "What I do is what I mean," (p. 73) is the way one principal described his modeling. (b) In effective schools, principals build consensus around the school climate factors of academic emphasis, orderly environment, and expectations for success. (c) Principals of effective schools provide feedback to participants who support an academic emphasis, confer with teachers about instructional matters, and represent teachers' views in the decision-making process.

Effective principals as portrayed by Mazarella (1981) are outgoing, good at working with people, and have good communication abilities and skills.

Gorton and McIntyre (1978) found effective principals to be hardworking, dedicated, and "people oriented". They enjoyed strong support from students, teachers, parents, and the central office.

The Safe School Study (1978) reported principal has developed a systematic policy teacher to maintain discipline by providing of support, appropriate inservice training - opportunities for teachers to coordinate their actions.

Chapman and Willis (1982) reported that interpersonal skills are fundamental for effective functioning in the principalship. The interpersonal skills reported as most important were the ability to (a) maintain objectivity and fairness under pressure, (b) mediate situations of conflict among school constituents, (c) maintain community confidence and support, (d) project a positive image, generating enthusiasm and optimism in others, e) guide and direct meetings, maintaining participant interest and involvement, (f) assist others to formulate purpose and accept responsibility, (g) express oneself effectively when addressing public gatherings, (h) teach group decision-making techniques, and (i) be flexible in dealing with people.

According to Bennis and Nanus (1985), many leaders establish both formal and informal channels of communication to gain access to ideas. They are great askers and superb listeners.

Blumberg and Greenfield (1980) found that effective principals, although they approach their tasks in different ways, all shared a common trait: "All of them were actively

involved, on an interpersonal level, with parents, students, and teachers" (p. 196).

Croghan and Lake (1984) identified the skill to manage interaction, to persuade, and to be able to clearly present one's own ideas, others' ideas, and information in an open and genuine way as important to perform well as a principal.

The literature generally reported that effective principals recognize the unique styles and needs of teachers and help teachers achieve their own performance goals. They encourage and acknowledge good work by teachers.

Bennis and Nanus (1985) explained that leaders are only as powerful as the ideas they can communicate. Leaders cannot establish goals in an organization by the exercise of power or coercion; rather, they must create an enthusiastic dedicated commitment to the needed goals.

Principals in effective schools monitor the operation of the school and encourage a sense of collective responsibility for accomplishment. As a result, teachers stay longer and report a higher sense of dignity and respect and an ability to influence decision making. Teachers in effective schools feel that the principal allows them to make responsible judgments and to act in accordance with those judgments, and the teachers all appreciate that respect and trust (Huddle, 1986).

The primary goal of the principal in working with teachers is the improvement of teaching performance. To

improve a teacher's performance, the principal must enlist the teacher's cooperation, motivate the teacher, and guide the teacher through stages needed for improvement to occur.

The principle of supportive relationships states that a leader should build and maintain each subordinate's sense of personal worth. The more often a supervisor is supportive toward the subordinate, the greater will be the effect of the supervisor's behavior on the subordinate's performance (Locke & Latham, 1984).

McCoy and Shreve (1983) concluded that the resolution of problems encountered in meeting needs in the two areas of belongingness and self-esteem pose the greatest challenge to the building principal.

Generally, the research on effective schools has noted the importance of the principal's skills in the formation and maintenance of a social group, with norms and values that support the purpose of the school. This may be one of the most important resources a school possesses. Better student outcomes were found in schools where teachers planned courses jointly, where expectations for behavior and discipline were set by the staff as a group, where principals were aware of staff punctuality and homework assignments, and where decisions were centralized and teachers perceived that their interests were represented in those decisions (Rutter, Maughn, Mortimore, Ouston, and Smith, 1979).

Intellectual Skills. For instructional leadership to be successful, it must be credible, and that requires a principal who has the capacity for thinking, reasoning, and acquiring information to make decisions.

Croghan and Lake (1984) reported that certain intellectual skills are important to perform well as a principal: (a) information search--gathers information about problems or events from a variety of sources before making a decision or committing resources; (b) concept formation--is able to form concepts, hypotheses, ideas on the basis of information, see relationships between patterns of information from different sources, and can link information separated spacially or overtime; (c) conceptual flexibility--is able to use alternatives or multiple concepts or perspectives when discussing problem solving or making a decision, can view a person or an event from different perspectives, can devise alternative plans or courses of action and can visualize the pros and cons of each, can consider information from different points of view in arriving at a decision; and can view an event from multiple perspectives simultaneously; and (d) interpersonal search--is able to discover, understand, and verbalize the concepts, thoughts, and ideas held by others.

Kotter (1982) combined both goals and expertise. He found that the combination of clear personal goals, information sensing skills, and analytical skills seem to

distinguish effective leaders in a variety of settings. He summarized their two most important challenges as (1) figuring out what to do despite uncertainty, diversity, and a great deal of information; and (2) getting things done through a large and diverse set of people over whom they had no control.

Murphy (1983) reported that the most important characteristics of an effective principal, besides successful teaching experience, were an interest in inquiring about what makes an effective school, the desire and ability to try things out, and the willingness to follow up those attempts with systematic assessment.

The research generally reports that to be successful in managing the goal-setting process and achieving commitment among the staff, effective leaders must use well-developed information sensing and analytic skills to guide the staff in the process of identifying and analyzing problems. These information sensing and analytic skills are key differentiators of average and high performing principals (Huff, Lake, & Schaalman, 1982).

## CHAPTER 2

### METHODOLOGY

Variables identified and presented in Chapter 1 may possibly explain variance in principals' instructional leadership. This chapter describes the population, sample, data collection procedures and instrument, and the data analysis procedures for this study.

#### Variables

This study is concerned with four predictor variables:

1. The principal's clarity of his/her instructional goals for the school
2. The principal's performance efficacy, i.e., the principal's perception of his/her ability to improve instruction and accomplish the goals of the school.
3. The principal's autonomy, i.e., the principal's freedom to exercise discretion in carrying out responsibilities.
4. The principal's expertise, i.e., the principal's knowledge of instruction, the principal's interpersonal skills, and the principal's intellectual skills. More specifically these skills are:

- a. The principal's knowledge of research-based instructional practices.
- b. The principal's interpersonal skills for establishing and maintaining healthy relationships with teachers.
- c. The principal's skills to identify, gather, analyze, and use relevant information to solve problems and make decisions.

These predictor variables were used to predict one criterion variable--instructional leadership. The measure of instructional leadership was developed around seven dimensions: (a) an emphasis on academic goals, (b) high expectations for teachers' and students' performances, (c) instructional assistance to teachers, (d) an orderly and safe environment, (e) the allocation of resources to instruction, (f) the protection of instructional time, and (g) the evaluation of academic achievement.

### Populations and Samples

The population in the study included all 311 principals of combined and secondary public schools in Virginia as listed in the Virginia Education Directory, 1987. The population also included the teachers in the schools where the principal was a participant in the study. All 311

principals in the population were used in the study. Five teachers who worked for each participating principal were randomly selected from a list provided by the principal to complete a questionnaire on the instructional leadership of the principal (Table 1). In thirty schools where at least two teacher questionnaires had not been returned, the names of two teachers not previously identified to participate were selected at random and mailed questionnaires.

### Hypotheses Tested

The hypotheses tested in this study were:

1. The more measurable the principal's goals for the school, the greater the instructional leadership.
2. The more a principal believes that he/she has the ability to improve instruction and accomplish the goals of the school, the greater the instructional leadership.
3. The more autonomy the principal perceives he/she has to carry out responsibilities, the greater the instructional leadership.
4. The more knowledge and skills the principal possesses to assist teachers in their efforts to increase students' learning, the greater the instructional leadership.

Table 1. Questionnaires Mailed, Returned, and Usable

	Sent N	Returned N	%	Usable N	%
Principal's Questionnaire	311	200	64	184	59
Teacher's Questionnaire	1060	729	69	701	66

Note. One hundred ninety-two principals returned usable questionnaires, teachers in eight schools of those principals did not return questionnaires.

## Measurement of Variables

The data were gathered from practicing principals and classroom teachers through the administration of two questionnaires: (a) The Principals' Questionnaire and (b) The Teachers' Questionnaire.

### The Teachers' Questionnaire

The Teachers' Questionnaire measured the instructional leadership of the principal. This questionnaire was developed around seven dimensions: (a) an emphasis on academic goals, (b) high expectations for teacher and student performances, (c) instructional assistance to teachers, (d) an orderly environment, (e) allocation of resources to instruction, (f) protection of instructional time, and (g) the evaluation of academic achievement. The scores were factor analyzed and scales derived from the factors were used as dependent variables.

**Construction.** Behaviors that an effective secondary school principal may exhibit in the performance of his/her job duties were compiled from the following sources: research on effective schools; discussion sessions with colleagues, staff development specialists, university professors, and teachers; personal experiences in instructional supervision;

staff development conferences; and educational journals and books. A list of 190 behaviors was compiled on an Item Review Instrument using these sources. (Appendix F).

**Validation.** Four high school principals, five assistant high school principals, two secondary supervisors, and three former high school principals were asked to rate each of the 190 items using a four point scale indicating the extent they believed each behavior reflected effective instructional leadership of a principal. A provision was made on the instrument for principals and supervisors to add additional behaviors they believed to reflect effective instructional leadership of principals.

Seventy-eight behaviors were identified from the ratings of the principals and supervisors who reviewed the items and the judgment of the researcher and his advisor. The items were selected on the basis of how strongly they reflected the instructional leadership of principals. The selected items may be found in Table 2.

The structure of the instrument was assessed with a principal components analysis with varimax rotation. Seven factors were revealed: (1) use of praise, rewards, and feedback; (2) monitoring instruction; (3) evaluating and analyzing student achievement; (4) establishing an environment for change; (5) working directly with teachers on instruction; (6) maintaining an orderly environment; and

Table 2. Factor Structure of Principals' Leadership Behavior

Items	Factors						
	1	2	3	4	5	6	7
1. Delivered a talk to teachers on expected achievement in basic skills	.06	.23	.14	<u>.50</u>	-.05	.20	-.03
2. Delivered a talk to students on expected achievement in basic skills	-.02	.15	.04	<u>.37</u>	.28	.33	.03
3. Wrote to a parent recognizing a son or daughter for outstanding achievement	<u>.38</u>	.02	.18	.06	-.07	.19	.09
4. Praised a student who was trying but not being outstanding academically	<u>.45</u>	.34	.16	.06	.17	.31	-.16
5. acknowledged a student's academic accomplishments in an informal setting	<u>.51</u>	.03	.08	.14	.12	.30	-.09
6. Wrote a letter to a student who performed well academically	<u>.32</u>	.01	.18	.08	-.18	.15	.17
7. Visited a special education class to encourage the success of the students	.17	.09	.35	-.14	<u>.40</u>	.28	-.09
8. Prepared a report comparing the school's test scores with test scores statewide	.11	.01	<u>.39</u>	.31	.03	-.04	.27
9. Provided diagnostic information on student achievement to teachers	.20	.05	.39	<u>.43</u>	.14	.03	-.01

(continued)

Table 2 (continued)

Items	Factors						
	1	2	3	4	5	6	7
10. Made a speech to teachers about the goals of the school	-.06	.18	-.01	<u>.46</u>	-.18	.13	-.05
11. Provided teachers with a list of goals for the school	.04	.07	-.07	<u>.56</u>	.15	.19	-.04
12. Observed a lesson in each teacher's classroom	.09	<u>.63</u>	.16	.14	.02	.13	-.02
13. Observed each teacher to determine the amount of teaching time students receive	.09	<u>.60</u>	.15	-.01	-.02	.15	.04
14. Checked with each teacher to assess whether homework was being reviewed by the teacher	.06	<u>.36</u>	.34	-.07	.14	.07	-.15
15. Established with each teacher specific goals for increasing achievement scores in basic skills	.12	.12	<u>.42</u>	.35	.12	-.09	-.11
16. Checked student performance to determine level of mastery	.24	.13	<u>.56</u>	.12	.07	-.10	.01
17. Checked the quality of lesson plans	-.09	<u>.69</u>	.16	.22	.05	.16	-.00
18. Checked the quality of teachers' annual plans	-.03	<u>.54</u>	.09	.16	.06	.13	.20
19. Used the school's test results to modify an instructional program	.20	.02	<u>.54</u>	.25	.12	-.17	.20

(continued)

Table 2 (continued)

Items	Factors						
	1	2	3	4	5	6	7
20. Analyzed test results at each grade level	-.00	.10	<u>.57</u>	.35	.07	.08	.10
21. Used an analysis of errors on a standardized test to determine strengths and weaknesses of the curriculum	.12	.09	<u>.65</u>	.10	.07	.14	.16
22. Used an analysis of errors on a standardized test to determine strengths and weaknesses of individual students	.03	.09	<u>.54</u>	.02	.13	.15	-.06
23. Reviewed teacher progress in carrying out plans for teaching grade-level skills	.27	<u>.47</u>	.29	.24	.25	.11	-.07
24. Checked all students' progress on grade-level skills at the end of the year	.01	.15	<u>.60</u>	-.01	.16	.07	.06
25. Provided an inservice for the faculty explaining how standardized achievement test data could be used to improve student performance	.01	.07	<u>.48</u>	.30	-.03	.04	.20
26. Established a goal for the school for students' achievement of basic skills	.33	.05	.23	<u>.51</u>	.08	-.07	.08

(continued)

Table 2 (continued)

Items	Factors						
	1	2	3	4	5	6	7
27. Discussed with the faculty the school's current achievement results and the school's achievement goals	.17	.13	.17	<u>.54</u>	-.01	-.08	-.11
28. Demonstrated a teaching strategy at one or more inservice or faculty meetings	-.06	.24	-.14	<u>.40</u>	.11	.16	.38
29. Attended all inservice programs conducted for teachers	-.09	.15	<u>.30</u>	.17	.02	.30	-.14
30. Taught a demonstration lesson for a teacher	-.20	.07	-.05	.10	<u>.57</u>	.13	.31
31. Reviewed a teacher's annual instructional plans	-.09	<u>.49</u>	.05	.11	.11	.22	.21
32. Worked with a teacher to improve instructional objectives	.39	.33	.12	.27	<u>.40</u>	.06	.04
33. Worked in a new teacher's classroom to organize learning activities	.23	.09	.28	.03	<u>.46</u>	-.07	.18
34. Worked in a teacher's classroom to experiment with increasing time students were engaged in learning	.17	.05	.15	-.01	.06	-.01	<u>.52</u>
35. Demonstrated a technique for a teacher on how to engage a student in learning	.03	.20	-.02	.09	<u>.50</u>	.12	.30

(continued)

Table 2 (continued)

Items	Factors						
	1	2	3	4	5	6	7
36. Demonstrated a classroom management technique for a new teacher	.07	.12	.16	.01	<u>.68</u>	.04	.04
37. Worked in a new teacher's classroom to improve techniques of differentiating instruction	-.04	-.11	.11	-.04	<u>.74</u>	.08	-.09
38. Provided to a teacher examples of meaningful homework assignments	.19	<u>.23</u>	.08	.07	.20	-.04	.09
39. Supported a teacher's request for an inservice program	.33	-.01	.15	<u>.44</u>	.01	.20	.04
40. Assisted a teacher in developing a plan for improvement	.33	.31	.10	.31	<u>.36</u>	.14	.03
41. Recognized the excellent quality of a teacher's lesson plans with a handwritten note	.07	<u>.43</u>	.21	.17	.09	-.09	-.13
42. Commended a teacher for a lesson that demonstrated excellence in teaching to objectives	.30	<u>.59</u>	.05	.07	.16	.05	.16
43. Commended a teacher for teaching from bell-to-bell	<u>.37</u>	.31	.26	.05	.06	.12	.11
44. Gave a teacher written feedback on an observed lesson	.31	<u>.59</u>	-.17	.06	-.04	-.11	.21

(continued)

Table 2 (continued)

Items	Factors						
	1	2	3	4	5	6	7
45. Commended a teacher's thoroughness in checking students' understanding of a lesson	.44	<u>.52</u>	.16	.07	.08	.03	.14
46. Demonstrated for a teacher a technique for adjusting instruction	.00	.16	-.07	.06	<u>.50</u>	.05	.42
47. Demonstrated for a teacher a technique on how to provide closure to a lesson	-.06	.28	.12	-.07	-.07	.20	<u>.43</u>
48. Scheduled a specific time for teachers to visit the principal to discuss instructional problems	<u>.35</u>	.35	.08	.12	.20	.15	.09
49. Commended a teacher for a positive, business-like classroom atmosphere	<u>.46</u>	.32	.05	-.00	.20	.22	.03
50. Supported a teacher having problems with student discipline	.12	.11	.17	-.05	.09	<u>.50</u>	-.02
51. Explained rules of student conduct to students	.05	.13	.01	.10	-.01	<u>.55</u>	.10
52. Was visible in all parts of the building	.21	.04	-.02	.19	.09	<u>.60</u>	-.03
53. Personally confronted a student who was misbehaving	.14	-.16	.08	.11	.03	<u>.50</u>	.08

(continued)

Table 2 (continued)

Items	Factors						
	1	2	3	4	5	6	7
54. Distributed a code of conduct handbook to students	.10	.05	.01	.05	.02	<u>.30</u>	.06
55. Implemented a counseling program for troubled students	<u>.35</u>	-.10	.23	.33	.12	.20	.16
56. Enforced a rule that discouraged classroom interruptions	.33	.18	.01	.19	.16	<u>.51</u>	.02
57. Explained at a faculty meeting the policy regarding classroom interruptions	<u>.39</u>	-.02	.06	.25	.02	.22	-.03
58. Scheduled a specific time for parents to visit teachers	.07	.23	-.01	.21	.07	<u>.36</u>	.00
59. Provided an allotment for a teacher to purchase needed instructional supplies	<u>.38</u>	.05	.02	.21	.13	.15	-.10
60. Surveyed teachers to identify resources needed to reach instructional objectives	<u>.58</u>	.26	.18	.15	.15	.19	-.12
61. Scheduled a definite time to talk with a parent of a student having problems	.23	.17	.11	.04	.12	<u>.54</u>	.02
62. Followed through on a teacher's suggestion and reported back to the teacher	<u>.42</u>	.09	-.06	.31	.21	.27	.01

(continued)

Table 2 (continued)

Items	Factors						
	1	2	3	4	5	6	7
63. Scheduled time for a teacher to share ideas learned at a conference or meeting	<u>.37</u>	.11	.20	.26	.10	.27	.07
64. Visited a student's home to talk with parents	.15	-.07	.29	.01	<u>.40</u>	.20	-.11
65. Allowed a teacher to participate in developing a staff development plan	<u>.49</u>	-.10	-.01	.43	.02	.10	.13
66. Assisted a teacher in developing a unit of instruction to teach specific objectives	.07	.03	.13	.00	.14	.02	<u>.69</u>
67. Evaluated the effectiveness of a remedial program	.12	.16	<u>.52</u>	-.04	.01	.19	.07
68. Met with teachers at a grade level or departmental meeting	.14	.10	.17	.25	.03	<u>.37</u>	.10
69. Assisted a teacher in developing plans to improve classroom management	.32	.30	.28	.08	<u>.43</u>	.22	.04
70. Assisted a teacher in developing criteria for retention and promotion	.20	.13	<u>.48</u>	-.05	.29	.24	.21
71. Assisted a teacher in correlating objectives of textbooks, norm-referenced tests, and the Standards of Learning	.15	.17	.24	.23	.29	.10	<u>.36</u>

(continued)

Table 2 (continued)

Items	Factors						
	1	2	3	4	5	6	7
72. Involved community members in developing a plan for improving instruction	<u>.35</u>	.23	.17	.15	-.05	.16	.17
73. Involved teachers in developing a plan for improving instruction	.30	.22	.10	<u>.50</u>	-.01	.27	.17
74. Implemented a plan for improving instruction	.28	.14	.26	<u>.50</u>	.02	.22	.17
75. Evaluated the school's plan for improving instruction	.28	.13	.22	<u>.50</u>	.07	.12	.26
76. Assisted a teacher in developing a course of study	.09	.10	.31	.17	<u>.48</u>	.02	-.07
77. Involved a teacher in developing the budget for instructional materials	<u>.59</u>	.09	.05	-.09	-.07	-.02	.13
78. Scheduled an assembly to present the goals of the school	-.01	.05	.07	<u>.39</u>	.23	.28	.02

## Key to factors:

1. Using praise, rewards, and feedback
2. Monitoring instruction
3. Evaluating and analyzing student achievement
4. Establishing an environment for change
5. Working directly with teachers on instruction
6. Maintaining an orderly environment
7. Demonstrating instructional practices for teachers

(7) demonstrating instructional practices for teachers. These seven factors and items loading on each factor appear in Table 2. Communalities, eigenvalues, and percentages of variance accounted for by the factors comprising the leadership behavior of principals are found in Table 3.

The total percentage of variance in the items accounted for by the seven factors was 39.3%. One factor--using praise, rewards, and feedback--accounted for 19% of the variance in the items alone. The next highest factor accounted for only 4.3% of the variance in the items. This indicates that the instrument measuring leadership of the principal as perceived by the teachers is unidimensional.

This factor structure does not coincide with the theoretical seven-factor structure on which the instrument was developed. It seems that instructional leadership as measured by this instrument is monolithic. In spite of this finding, it was decided to use both a total score and scores for the seven factors because the seven factors appeared to be reasonable clusters of related instructional leadership behaviors. The factors were named by reviewing the items loading on the factors. Although the configuration of items did not elicit the same ideas that were expressed by the original dimensions, the new factors do reflect leadership behaviors of principals.

Table 3. Communalities, Eigenvalues, and Percentages of Variance Accounted for by Factors Comprising Principals' Leadership Behavior

Factor	Eigenvalue	Percentage of Variance	Cumulative Percentage
1	15.19826	19.5	19.5
2	3.31759	4.3	23.7
3	3.00685	3.9	27.6
4	2.75631	3.5	31.1
5	2.40602	3.1	34.2
6	2.08374	2.7	36.9
7	1.89514	2.4	39.3

Variable	Communality
1	.37016
2	.35415
3	.23163
4	.50137
5	.40124
6	.22167
7	.42052
8	.33239
9	.39986
10	.29879
11	.38615
12	.46475
13	.41951
14	.30059
15	.35623
16	.41793
17	.57981
18	.38907
19	.47960
20	.48301
21	.50281
22	.34463
23	.51832
24	.42203
25	.36789

(continued)

Table 3 (continued)

Variable	Communality
26	.43875
27	.38843
28	.42635
29	.26145
30	.49664
31	.37210
32	.50955
33	.39659
34	.32506
35	.40201
36	.50480
37	.59497
38	.15049
39	.36737
40	.45850
41	.29405
42	.50096
43	.33324
44	.53633
45	.51899
46	.46220
47	.32569
48	.33433
49	.40455
50	.31429
51	.33996
52	.45111
53	.31964
54	.11160
55	.37749
56	.45851
57	.26519
58	.23256
59	.24277
60	.53083
61	.40145
62	.40630
63	.34229
64	.32354

(continued)

Table 3 (continued)

Variable	Communality
65	.46463
66	.51970
67	.34596
68	.26900
69	.51063
70	.47003
71	.38037
72	.28966
73	.50039
74	.49279
75	.47974
76	.37929
77	.38714
78	.28957

**Reliability.** Cronback's Alpha was used to check the internal reliability of the scales created from the factor analysis. The reliabilities ranged from .50 to .86 and are reported in Table 4. All of the reliabilities with the exception of that for demonstrating instructional practices for teachers are of sufficient magnitude to conduct further analyses.

**Scoring.** Five teachers from the school of each selected principal were asked to check all of the principal behaviors that they had observed over the past year. The responses received were reviewed, and the principal was credited with a specific behavior if two of the teachers had observed that behavior.

### **The Principals' Questionnaire**

Four variables were measured with the Principals' Questionnaire: (a) clarity of instructional goals, (b) performance efficacy, (c) autonomy, and (d) instructional expertise. Instructional expertise included three categories: (a) knowledge of instruction, (b) interpersonal skills, and (c) intellectual skills.

Table 4. Alpha Reliability Coefficients for the Leadership Behavior Scales Created from the Factor Analysis (N=184)

Scale	Alpha
Whole Scale (All items)	.94
Using praise, rewards, and feedback	.82
Monitoring instruction	.85
Evaluating and analyzing student achievement	.79
Establishing an environment for change	.86
Working directly with teachers on instruction	.80
Maintaining an orderly environment	.75
Demonstrating instructional practices for teachers	.50

## Clarity of the Principal's Instructional Goals

**Construction.** The standards for Accrediting Schools in Virginia require the principal of each school to prepare and follow a biennial school plan for school improvement. Priorities among the areas needing special attention generally address the basic skills in language arts, mathematics, science, and social science. Drop-outs, attendance, and discipline problems are also areas frequently addressed. These are the areas in which goals and quantitative measures for these goals are most likely to be formulated.

The statement to elicit responses for this variable was:

A. Principals sometimes include quantitative goals with specific numerical or percentage gains in their biennial school plans. Place a check before the items in Column I for which you established goals in your biennial school plan. If you included a specific numerical or percentage gain to be accomplished for a particular area, write the amount of gain or change on the appropriate line in Column II.

Column I	Column II
Area	Numerical or Percentage Gain If any
(17)___Language	(29-32)_____
(18)___Mathematics	(33-36)_____
(19)___Science	(37-40)_____
(20)___Social studies	(41-44)_____
(21)___Dropouts	(45-48)_____
(22)___Attendance	(49-52)_____

(23) \_\_\_\_\_ Discipline problems (53-56) \_\_\_\_\_

Other Areas:

(24) \_\_\_\_\_ (57-60) \_\_\_\_\_

(25) \_\_\_\_\_ (61-64) \_\_\_\_\_

(26) \_\_\_\_\_ (65-68) \_\_\_\_\_

(27) \_\_\_\_\_ (1-4) \_\_\_\_\_

(28) \_\_\_\_\_ (5-8) \_\_\_\_\_

**Validation.** Biennial school plans were reviewed in seven secondary schools. Six of the seven plans reviewed included goals in the areas of language arts, mathematics, science, and social studies. Three of the seven plans included goals stated in quantitative terms.

**Scoring.** The principal received one point for each area checked in column I and another point for each goal with a numerical or percentage increase. The total possible score was the total number of checks in column I plus the total number of goals with numerical or percentage increases in column II.

### **Performance Efficacy**

**Construction.** To be an instructional leader the principal must be able to provide instructional assistance to teachers and feel confident about providing the assistance. The

literature supports the instructional practices listed in this question as being important to the teaching process. The goals listed in the question are cited in the literature describing effective schools. The statements to elicit responses for this variable were:

T. Indicate how confident you feel in assisting teachers with implementing the following instructional practices. Possible responses: (1) not at all confident, (2) mildly confident, (3) quite confident, (4) very confident. (circle the number of your selection)

- |   |         |
|---|---------|
| (37) teaching to objectives                           | 1 2 3 4 |
| (38) developing instructional plans                   | 1 2 3 4 |
| (39) implementing instructional plans                 | 1 2 3 4 |
| (40) implementing task analysis                       | 1 2 3 4 |
| (41) determining the appropriate level of instruction | 1 2 3 4 |
| (42) using principles of learning                     | 1 2 3 4 |
| (43) evaluating instruction                           | 1 2 3 4 |
| (44) maintaining a focus on learning                  | 1 2 3 4 |

U. Indicate how much you as principal can help teachers to accomplish each of the following goals. Possible responses are: (1) not at all, (2) some, (3) much, (4) a great deal. Circle the number of your selection.

- |  |         |
|--|---------|
| (45) increase achievement scores                     | 1 2 3 4 |
| (46) decrease absenteeism                            | 1 2 3 4 |
| (47) decrease the dropout rate                       | 1 2 3 4 |
| (48) decrease the use of drugs and alcohol           | 1 2 3 4 |
| (49) decrease the number of discipline cases         | 1 2 3 4 |
| (50) improve the attitudes of students toward school | 1 2 3 4 |

(51) involve parents in the education of their children 1 2 3 4

(52) improve higher order thinking skills 1 2 3 4

**Validation.** Principals of seven secondary schools were asked to respond concerning the importance of the instructional practices listed in question T and the goals listed in question U. All items were rated as being very important to each of the seven principals.

**Scoring.** The score for performance efficacy was obtained by adding the scoring weight for each of the items on questions T and U.

### **Autonomy**

**Construction.** Responsibilities that reflect the autonomy of the principal were selected for this measure. Certain measures of principal control were extracted from the literature and included in statement S. The statement to elicit responses for this variable was:

S. How much authority do you have for each of the following? Use the following scale: (1) no authority, (2) authority shared with central office but mostly theirs, (3) authority shared about equally, (4) authority shared with central office but mostly mine, and (5) full authority. Circle the appropriate response.

(24) evaluation of teachers 1 2 3 4 5

(25) recommendation of teachers to fill vacancies in my school	1 2 3 4 5
(26) allocation of instructional funds within the school	1 2 3 4 5
(27) assignment of teachers within the school	1 2 3 4 5
(28) decisions about curriculum changes	1 2 3 4 5
(29) initiation of new course offerings	1 2 3 4 5
(30) setting the master schedule	1 2 3 4 5
(31) development of staff	1 2 3 4 5
(32) approval of credit for certificate renewal	1 2 3 4 5
(33) development of the biennial school plan	1 2 3 4 5
(34) evaluation of the instructional program	1 2 3 4 5
(35) recognition of teachers	1 2 3 4 5
(36) determination of the assistant principal's responsibilities	1 2 3 4 5

**Validation.** Four high school principals and five assistant high school principals were asked how important the thirteen authority items listed in question S were. All items were important to all principals.

**Scoring.** The measurement of the principal's autonomy was obtained by adding the scoring weights for the items in question S.

## Instructional Expertise--Knowledge of Instruction

**Construction.** This is a multiple measure consisting of the following: (a) what the principal reads, (b) the principal's knowledge of instructional models, (c) the principal's familiarity with authors, (d) the principal's ability to demonstrate instructional practices, (e) the principal's provision of inservice for teachers, (f) the principal's participation in inservice training for self-improvement, and (g) the number of conferences on instructional practices the principal attends. Together these measures reflect the principal's knowledge of instruction. These measures were compiled from the research on effective schools. The questions to elicit responses for this variable were: B, C, D, E, F, G, and H.

B. Do you read on a regular basis any of the following:  
(check appropriate publications)

- |  |  |
|--|--|
| (13) ___ Educational Leadership                | List other professional publications you read regularly: |
| (14) ___ Phi Delta Kappan                      |  |
| (15) ___ NASSP Bulletin                        | (19) _____   |
| (16) ___ Secondary School Journal              | (20) _____   |
| (17) ___ American Educational Research Journal | (21) _____   |
| (18) ___ Review of Educational Research        |  |

C. Indicate the extent to which you have knowledge of the following instructional models: (1) never heard of, (2) have

read about, (3) attended conferences on, (4) have implemented it in my school. Circle the appropriate number.

(22) Rosenshine's Model 1 2 3 4

(23) Hunter's Model 1 2 3 4

(24) Teacher Expectations for Student Achievement Model 1 2 3 4

(25) Instructional Theory Into Practice 1 2 3 4

Other instructional models

Please list and indicate level of knowledge about each.

(26) \_\_\_\_\_ 1 2 3 4

(27) \_\_\_\_\_ 1 2 3 4

(28) \_\_\_\_\_ 1 2 3 4

D. For each of the following people, indicate your familiarity with their work: (1) have books or articles by, (2) have read books or articles by, (3) have attended sessions at conferences, (4) have implemented practices by them. Circle the appropriate number.

(29) Berliner 1 2 3 4 (35) Hunter 1 2 3 4

(30) Brookover 1 2 3 4 (36) Purkey 1 2 3 4

(31) Brophy 1 2 3 4 (37) Rosenshine 1 2 3 4

(32) Sizer 1 2 3 4 (38) Rutter 1 2 3 4

(33) Goodlad 1 2 3 4 (39) Boyer 1 2 3 4

(34) Coleman 1 2 3 4

E. How often did you demonstrate to one or more teachers the following instructional practices during the past year: (1) never, (2) once or twice, (3) three to five times, (4) six to ten times, (5) more than ten times? Circle the appropriate number.

(40) focusing the attention of students on what is to be learned 1 2 3 4 5

(41) teaching to objectives 1 2 3 4 5

- (42) modeling appropriate behaviors 1 2 3 4 5
- (43) organizing learning activities 1 2 3 4 5
- (44) engaging students in learning 1 2 3 4 5
- (45) checking for understanding 1 2 3 4 5
- (46) providing feedback to students 1 2 3 4 5
- (47) adjusting instruction to students 1 2 3 4 5
- (48) guiding practice 1 2 3 4 5
- (49) providing independent practice 1 2 3 4 5
- (50) closure of lesson 1 2 3 4 5

List other instructional practices you demonstrated and how often you demonstrated them:

- (51) \_\_\_\_\_ 1 2 3 4 5
- (52) \_\_\_\_\_ 1 2 3 4 5
- (53) \_\_\_\_\_ 1 2 3 4 5

F. How many hours of inservice education did you personally provide to teachers on instructional practices during this last school year?

(54-56) \_\_\_\_\_ Number of hours

G. Estimate the number of hours of inservice training on instructional practices you participated in for self-improvement during the last year.

(57-59) \_\_\_\_\_ Number of hours

H. How many conferences on instructional practices did you attend outside your school division last year?

(60-61) \_\_\_\_\_ Number of conferences

**Validation.** Four high school principals and five high school assistant principals were asked how important the measures

were that were included in the seven questions. All principals indicated that all items were important.

**Scoring.** The measurement of the variable of the principal's knowledge of instruction was obtained by calculating a  $z$  score ( $M=0$ ,  $SD=1$ ) for each section (B-H), transforming the  $z$  scores to  $Z$  scores ( $M=50$ ,  $SD=10$ ), and summing  $Z$  scores. The sum of the  $Z$  scores was the respondent's score on knowledge of instruction.

### **Interpersonal Skills**

**Construction.** In order to be effective, the principal must develop a good working relationship with teachers. Certain items were compiled from the effective schools research as important to reflecting the relationship between the principal and his/her teachers. The questions to elicit responses for this variable were I, J, K, L, M, N, O, P, and Q.

I. How many social activities for the faculty were held at your school during the last school year (preschool, Christmas, etc.)?

(62-63) \_\_\_\_\_ Number of Social Activities

J. Do you have a social committee in your school?

(64) \_\_\_\_\_ Yes \_\_\_\_\_ No

K. Do you have a planned teacher recognition program in your school?

(65) \_\_\_\_\_Yes \_\_\_\_\_No

L. Does your school have an advisory committee of teachers that assists in developing policies, practices, and working conditions?

(66) \_\_\_\_\_Yes \_\_\_\_\_No

M. How many teachers requested a transfer from your building last year?

(67-68) \_\_\_\_\_Number of teachers

N. How many of your teachers filed a grievance last year?

(69-70) \_\_\_\_\_Number of teachers

O. Do you have an established procedure for involving teachers in making decisions?

(71) \_\_\_\_Yes \_\_\_\_No

P. In the past month, how many of your teachers voluntarily sought your help with an instructional problem?

(1-2) \_\_\_\_\_Number of teachers

Q. In which of the following ways were teachers involved in decision making in your school during the last school year? Check appropriate areas.

(3) \_\_\_\_teachers' advisory committees

(4) \_\_\_\_curriculum committees

(5) \_\_\_\_assisted in setting agendas for meetings

(6) \_\_\_\_ad hoc committees

(7) \_\_\_\_discussion at faculty meetings

**Validation.** Four high school principals and five high school assistant principals were asked if these items were important in reflecting the relationship between the principal and

**Scoring.** The score was an index computed as follows: Each item with a yes/no response was scored one for yes and zero for no. The yes responses were summed and the sum was converted to a  $z$  score ( $M=0$ ,  $SD=1$ ). All of the values for the remaining items were converted to  $z$  scores. The  $z$  scores were converted to a standard score with a mean of 10 and standard deviation of 50. The standard scores were added to form the index.

### **Intellectual Skills**

**Construction.** Items were compiled from the effective schools research that reflected the principals gathering, analyzing, and using information in developing plans and making decisions. The question to elicit responses for this variable was:

R. Of the following what information do you use in developing your biennial school plan? Check appropriate responses.

- (11) \_\_\_\_\_ student achievement data
- (12) \_\_\_\_\_ research on effective schools
- (13) \_\_\_\_\_ diagnostic test data
- (14) \_\_\_\_\_ parental surveys
- (15) \_\_\_\_\_ curricular goals and objectives
- (16) \_\_\_\_\_ aspirations of students
- (17) \_\_\_\_\_ research-based information
- (18) \_\_\_\_\_ state requirements

(19)\_\_\_\_\_local requirements

**Validation.** Four high school principals and five high school assistant principals rated all items related to intellectual skills as important.

**Scoring.** The measurement of the variable of the principal's intellectual skills was obtained by summing the number of items checked, converting the number of items checked to a  $z$  score ( $M=0$ ,  $SD=1$ ), and converting the  $z$  score to a  $Z$  score ( $M=50$ ,  $SD=10$ ).

A total instructional expertise score was calculated by summing the  $Z$  scores ( $M=50$ ,  $SD=10$ ) for knowledge of instruction, interpersonal skills, and intellectual skills. Only the total instructional expertise score was used in the analysis of data.

### Data Collection Procedures

A letter (Appendix A) requesting participation in the study was mailed to the 311 secondary school principals in Virginia during the second week of October, 1987. The letter included a request for the principal to indicate agreement to participate by returning in an enclosed stamped envelope a list of his/her teachers' names. Upon receipt of the list,

the names of five teachers were selected at random to complete the teachers' questionnaire (Appendix E). A questionnaire was mailed directly to each teacher with a cover letter requesting the teacher to complete the questionnaire, staple it closed, and place it in the mail for return.

The Principals' Questionnaire (Appendix C) with a cover letter (Appendix B) was mailed to the principals who agreed to participate in the study. The format of the questionnaire permitted the principal to staple the booklet closed and place it in the mail for return. All initially mailed questionnaires were coded for follow-up purposes. Principals not returning their questionnaires within two weeks were sent a follow-up letter and an additional questionnaire (Appendix G).

A total of 200 principal questionnaires (64%) were returned from the initial mailing and follow up. One hundred eighty-four (59%) were usable.

A total of 729 teacher questionnaires (69%) were returned from the initial mailing and follow-up. Seven hundred one were usable. The data were collected from principals and teachers during the period October 5, 1987, to January 29, 1988.

## Analysis of Data

The data were analyzed using the direct multiple regression procedure. With this procedure, all predictor variables were entered simultaneously, and the ability of all variables and each separately to account for the variation in the dependent variable was assessed.

Eight regression analyses were required, one for the total score and one each for the seven scales derived from the principal components analysis. In each analysis the four predictor variables were regressed onto the total scale scores representing the instructional leadership of the principals.

## CHAPTER 3

### ANALYSIS AND RESULTS

This chapter contains the analysis of data obtained from public school secondary principals and classroom teachers in Virginia through the administration of two questionnaires: (a) the Principals' Questionnaire and (b) the Teachers' Questionnaire.

#### Variables and Hypotheses

Four predictor variables were measured with the Principals' Questionnaire: (a) clarity of instructional goals, (b) performance efficacy, (c) autonomy, and (d) instructional expertise. The Teachers' Questionnaire measured the instructional leadership of the principal. Multiple regression was used to analyze the contribution of the four predictor variables to the variance in the instructional leadership of the principal.

The following hypotheses were tested:

1. The more measurable the principal's goals for the school, the greater the instructional leadership.

2. The more a principal believes that he/she has the ability to improve instruction and accomplish the goals of the school, the greater the instructional leadership.
3. The more autonomy the principal perceives he/she has to carry out responsibilities, the greater the instructional leadership.
4. The more expertise the principal possesses to assist teachers in their efforts to increase students' learning, the greater the instructional leadership.

#### Descriptive Data on All Variables

Correlation coefficients among and between the characteristics and behaviors of the principals (independent variables) and the instructional leadership of the principals (dependent variables) (Tables 5, 6, and 7) and means, standard deviations, and lowest and highest scores (Table 8) for the independent variables were calculated. A brief discussion of these findings follows. When percentages are reported, they are based on the 192 usable responses from principals.

Table 5. Pearson Correlation Coefficients Describing the Relationships Among the Characteristics and Behaviors of Principals (Independent Variables), N=184

	1	2	3
1. Measurability of principal's goals			
2. Principal's efficacy	.01		
3. Principal's autonomy	-.04	.36**	
4. Principal's expertise	.17*	.30**	.12*

\* $p \leq .05$ .    \*\* $p \leq .01$ .

Table 6. Pearson Correlation Coefficients Describing the Relationships Between Independent and Dependent Variables, N=184

Independent Variables	Dependent Variables							
	1	2	3	4	5	6	7	8
Measurability of principal's goals	.06	.01	.12	.10	-.03	.01	.06	.01
Principal's efficacy	-.03	.03	-.04	.04	-.04	-.13	-.07	-.04
Principal's autonomy	.13	.13	.14*	.02	.19**	.10	-.02	-.03
Principal's expertise	.04	-.04	.09	.08	-.01	-.04	-.01	.14*

\* $p \leq .05$ .      \*\* $p \leq .01$ .

Key to dependent variables:

- 1 = Total leadership score
- 2 = Monitoring instruction
- 3 = Establishing an environment for change
- 4 = Evaluating and analyzing student achievement
- 5 = Using praise, rewards, and feedback
- 6 = Maintaining an orderly environment
- 7 = Working directly with teachers on instruction
- 8 = Demonstrating instructional practices for teachers

Table 7. Pearson Correlation Coefficients Describing the Relationships Among the Instructional Leadership Scales (Dependent Variables), N=184

	1	2	3	4	5	6	7
1. Total leadership score	1.00						
2. Monitoring instruction	.80**						
3. Establishing an environment for change	.87**	.56**					
4. Evaluating and analyzing student achievement	.74**	.46**	.61**				
5. Using praise, rewards, and feedback	.85**	.65**	.75**	.51**			
6. Maintaining an orderly environment	.71**	.48**	.59**	.38**	.69**		
7. Working directly with teachers on instruction	.76**	.58**	.53**	.56**	.56**	.45**	
8. Demonstrating instructional practices for teachers	.56**	.42**	.46**	.37**	.34**	.31**	.46**

\*\*p < .01.

Table 8. Descriptive Statistics for the Independent Variables in the Study, N=184

Independent Variables	Total Possible Score	M	SD	Lowest	Highest
Measurability of principal's goals	24	5.34	4.05	0	24
Principal's efficacy	64	50.03	6.29	31	64
Principal's autonomy	65	50.09	5.91	26	63
Principal's expertise	802.03	644.57	63.97	492.06	802.03

## Characteristics and Behaviors of Principals (Independent Variables)

### Goals

Principals were asked to report the number of areas in which they established goals in their biennial school plans and the number of quantitatively measurable goals in each area. The principal's score was the total number of areas plus the total number of goals. On the average, principals scored 5.34. The standard deviation (4.05) and the lowest and highest scores (0 and 24) indicate that principals varied considerably on the number of areas and quantifiable goals established for their schools. The mean indicates that the number of areas and goals were limited, probably to a manageable few.

### Efficacy

Principals were asked to report how confident (1=not at all confident, 2=mildly confident, 3=quite confident, and 4=very confident) they felt in assisting teachers with implementing eight instructional practices and how much (1=not at all, 2=some, 3=much, 4=a great deal) they could help teachers to accomplish eight specific goals. The principal's score was obtained by adding the scoring weights for the items. On the average, principals scored 50.03. Possible scores ranged from 16 to 64. The standard deviation

(6.29) and the lowest and highest scores (31 and 64) indicate that principals' feelings varied considerably about how much they could assist teachers in implementing instructional practices and accomplishing goals. However, the typical principal felt "quite confident" that he/she could assist teachers in implementing instructional practices and accomplishing goals and that he/she could provide teachers with "much" help in achieving eight goals.

### **Autonomy**

Principals were asked how much authority they had for thirteen specific responsibilities; e.g., evaluation of teachers. The principal's score was obtained by adding the scoring weights (1=no authority, 2=authority shared with central office but mostly theirs, 3=authority shared about equally, 4=authority shared with central office but mostly mine, and 5=full authority) for the items. On the average, principal's scored 50.09. Possible scores ranged from 13 to 65. The standard deviation (5.91) and the lowest and highest scores (26 and 63) indicate that principals' responses varied from "authority shared with the central office but mostly theirs" to the principal having "full authority." The typical principal in the study reported that authority was shared with the central office but it was mostly his/hers.

## Expertise

Principals were asked to report on their knowledge and skills in three areas: (1) knowledge of instruction, (2) interpersonal skills, and (3) intellectual skills.

**Knowledge of instruction.** For knowledge of instruction, they were asked to report if they read regularly any of six specific professional publications, to indicate their familiarity with eleven people, to indicate how often they demonstrated eleven specific instructional practices to teachers, to report the number of hours of inservice education they personally provided to teachers, to estimate the number of hours of inservice training on instructional practices they had participated in during the last year, and to report the number of conferences on instructional practices they attended during the last year.

Principals were asked to report if they had read regularly any of six specific professional publications and to list other publications read regularly. The principal's score was the total number of publications read. On the average, principals scored 2.7. The standard deviation (1.4) and the lowest and highest scores (0 and 9) indicate that principals do vary somewhat in the number of publications that they read regularly. The typical principal reported reading the NASSP Bulletin (88.5%), Educational Leadership (58.1%), and Phi Delta Kappan (53.2%) (Table 9). Also, 4.7

percent reported not reading any professional publications; 23.5 percent reported they read more than three publications.

Principals were asked the extent they had knowledge of four instructional models and to list other models of which they had knowledge. The principal's score was obtained by adding the scoring weights (1=never heard of, 2=have read about, 3=attended conference on, and 4=have implemented it in my school) for the items. On the average, principals scored 9.8. The standard deviation (4.0) and the lowest and highest scores (1 and 28) indicate considerable variance in principals' knowledge about instructional models; however, the typical principal in this study indicated limited knowledge of instructional models.

Principals were asked to indicate their familiarity with eleven people who have published recent works on education. The principal's score was obtained by summing scoring weights (1=have books or articles by, 2=have read books or articles by, 3=have attended sessions at conferences, 4=have implemented practices by them) for each of the eleven people. The total possible score was 44. On the average principals scored 14.63. The standard deviation (7.99) and the lowest and highest scores (0 and 38) indicate that the typical principal reads the ideas of writers in the field, but does not go out of the way to seek close interaction with them or to incorporate their ideas into that operation of the school.

Table 9. Publications Regularly Read by Secondary Principals, N=184

Publication	Number	Percent
NASSP BULLETIN	163	88.5
EDUCATIONAL LEADERSHIP	107	58.1
PHI DELTA KAPPAN	98	53.2
REVIEW OF EDUCATIONAL RESEARCH	21	11.4
AMERICAN EDUCATIONAL RESEARCH JOURNAL	21	11.4
HIGH SCHOOL JOURNAL	12	7
EXECUTIVE EDUCATOR	12	7
EDUCATION WEEKLY	11	5.9
A LEGAL MEMORANDUM (NASSP)	10	5
EDUCATION DIGEST	7	4
JOURNAL OF VIRGINIA EDUCATION	4	2
NEA TODAY	2	1

Note. Publications read by only one principal were not listed.

On the average, familiarity ratings for the writers were Hunter (3.08), Goodlad (2.04), Boyer (1.47), Coleman (1.28), Rosenshine (1.25), Sizer (1.21), Purkey (1.17), Berliner (1.01), Brophy (.92), Brookover (.76), and Rutter (.59). Seventy-five percent of the principals indicated that they had either attended sessions at conferences and/or implemented practices by Hunter. The next highest scores for the same measures were Goodlad (37%) and Boyer (21.4%). The typical principal in this study was most familiar with Hunter, 51.6 percent had implemented practices by her. The Virginia State Department of Education has sponsored a number of Madeline Hunter workshops in the state and the Southern Association of Colleges and Schools has contracted with Goodlad to assist with school-based improvement. These arrangements may help to explain the familiarity with Hunter and Goodlad.

Principals were asked how often they demonstrated to one or more teachers eleven specific instructional practices and were asked to list others. The principal's score was obtained by adding the scoring weights (1=never, 2=once or twice, 3=three to five times, 4=six to ten times, 5=more than ten times) for the items. On the average, principals scored 33. The standard deviation (10.78) and the lowest and highest scores (6 and 60) indicate that principals varied considerably on how often they demonstrated instructional practices to teachers. The typical principal in this study

reported demonstrating instructional practices for teachers with a moderate degree of frequency.

Principals were asked how many hours of inservice they personally provided to teachers on instructional practices during the last school year. On the average, principals said they personally provided 12 hours of inservice for their teachers. The standard deviation (13.06) and the lowest and highest scores (0 and 100) indicate substantial variance in the number of hours of inservice principals personally provided to teachers. Lake and Croghan (1984) have reported that the principal's skill in working with teachers in developing and implementing the instructional program determines his/her effectiveness. Fifteen (7.9%) of the principals provided no inservice for teachers. Sixty-seven (35.1%) provided five or fewer hours of inservice for their teachers. The typical principal in this study was considered to have performed poorly in personally providing inservice for teachers.

Principals were asked to estimate the number of hours of inservice training on instructional practices they participated in for self-improvement last year. On the average, principals scored 27.71 hours. The standard deviation (27.70) and the lowest and highest scores (0 and 200) indicate considerable variance. For the principal to keep abreast of current research-based instructional practices, it is considered important that the principal

participate in inservice training on such practices. The typical principal in this study performed well on this variable.

Principals were asked to state the number of conferences on instructional practices they attended outside their school division last year. On the average, principals attended two conferences. The standard deviation (1.65) and lowest and highest scores (0 and 15) indicate a moderate degree of variance. Twenty-eight (14.6%) of the principals attended no conferences outside their school divisions. The typical principal in this study was considered to have performed moderately well on this variable.

**Interpersonal skills.** For interpersonal skills principals were asked to report the number of social activities they held for the faculty during the last school year, if they had a social committee in the school, whether they had a planned teacher recognition program in the school, if the school had an advisory committee of teachers to assist in developing policy and practices, the number of teachers who filed a grievance last year, whether there was an established procedure for involving teachers in making decisions, the number of teachers voluntarily seeking the help of the principal with instructional problems, and whether teachers were involved in decision making in the school in any of five specific ways.

The principals were asked the number of social activities held at their school during the last school year. The principal's score was the total number of activities held. On the average, principals scored 3.90. The standard deviation (2.99) and the lowest and highest scores (0 and 30) indicate that there was a moderate degree of variance in the number of social activities held at the school. Only 2.6 percent of the principals did not hold any social activities. The typical principal in this study performed well on this variable.

The principals were asked if they had a social committee in their school. The principal's response was scored one for yes and zero for no. On the average, principals scored .84. One hundred sixty-one (83.9%) of the principals had a social committee in their school.

The principals were asked if they had a planned teacher recognition program in their schools. The principal's response was scored one for yes and zero for no. On the average, principals scored .48. Ninety-three principals (48.4%) had a planned teacher recognition program. Considering the importance the literature (Locke & Latham, 1985) places on subordinate recognition, one must conclude a majority of the principals in this study did not perform well.

The principals were asked if their school had an advisory committee of teachers that assisted in developing

policies, practices, and working conditions. The principal's response was scored one for yes and zero for no. On the average, principals scored .88. One hundred sixty-eight (87.5%) of the principals had an advisory committee. Principals in this study performed well on this variable.

The principals were asked how many teachers requested a transfer from their building last year. On the average, principals scored .57. The standard deviation (1.06) and the lowest and highest scores (0 and 6) indicate little variance among the principals' scores. One hundred thirty (70.6%) of the principals did not have a teacher requesting a transfer. The typical principal in this study performed very well on this variable.

The principals were asked how many of their teachers filed a grievance last year. On the average, principals scored .09. One hundred seventy-nine (93.2%) of the principals did not have a teacher filing a grievance. Eleven (5.7%) of the principals had one teacher each who filed a grievance.

The principals were asked if they had an established procedure for involving teachers in making decisions. The principal's response was scored one for yes and zero for no. On the average, principals scored .90. One hundred seventy-three (90.1%) reported that they had an established procedure for involving teachers in making decisions. Nineteen principals (9.9%) reported that they did not have a

procedure for involving teachers in making decisions. The typical principal performed well on this variable.

Principals were asked, "In the past month, how many of your teachers voluntarily sought your help with an instructional problem." On the average, principals scored 6.53. The standard deviation (6.63) and the lowest and highest scores (0 and 47) indicate considerable variance in the number of teachers who sought the principal's help. Mann and Lawrence (1983) have reported that teachers will not seek the leadership of the principal unless he/she is perceived as possessing expertise, i.e., special knowledge or skills for helping them with certain instructional problems. The lack of training and experience in classroom instruction will limit the credibility of principals to assert themselves as instructional leaders. One hundred fourteen (61.3%) of the principals had five or fewer teachers who sought their help. Forty-six (24.8%) of the principals had from six to ten teachers who sought their help, and thirty-one (14%) had more than ten teachers who sought their help. Considering that the principal was responding for the past month, the typical principal in this study was considered to have performed well.

Principals were asked in which of five specific ways teachers were involved in decision making in their schools during the last school year and to list other ways teachers were involved. On the average, principals scored 4.21. The

standard deviation (1.45) and the lowest and highest scores (1 and 9) indicate the variance was small. The typical principal in this study performed well on the number of ways teachers were involved in making decisions.

**Intellectual skills.** Principals were asked if nine specific sources of information were used in developing their schools' biennial school plans and to list other information used. The principal's score was the total number of sources checked plus those items listed. On the average, principals scored 6.94. The standard deviation (1.76) and the lowest and highest scores (3 and 11) indicate a slight variance in information used by principals in developing the biennial school plan. Croghan and Lake (1984) have reported that certain intellectual skills are important to a principal, e.g., gathering information about problems or events from a variety of sources before making a decision or committing resources. Seventy-two (37.5%) of the principals used more than seven specific items of information in developing their biennial school plan. The typical principal in this study performed very well on this variable.

A total instructional expertise score was calculated for the principal by computing and summing standard scores ( $M=50$ ,  $SD=10$ ) for the components of knowledge of instruction, interpersonal skills, and intellectual skills. Only the total instructional expertise score was used in the analysis

of data. On the average, principals scored 644.57. Although the standard deviation (63.97) and the lowest and highest scores (492.06 and 802.03) indicate that principals' expertise varied greatly, the mean score (644.57) indicates that the typical principal in this study reported that he/she possessed considerable expertise.

According to these findings, the typical principal in Virginia limited the number of areas covered and set in biennial plans to a manageable few (clarity of goals), felt "quite confident" that he/she could assist teachers in implementing instructional practices and provide teachers with "much" help in achieving eight specified instructional goals (efficacy), shared authority for operating the school with the central office but believed that the authority to run the school was mostly his/hers (autonomy), and possessed considerable expertise (a combination of knowledge of instruction, interpersonal skills, and intellectual skills).

### **Instructional Leadership of Principals (Dependent Variables)**

This section provides a brief discussion of the leadership of the principals in the study as described by their teachers.

#### **Total Leadership Score**

The total leadership score (Table 10) was the number of

behaviors observed by at least two teachers in the principal's building. The total possible behaviors was 78. There was a considerable range, from 3 to 65, with a standard deviation of 13.89. The typical principal was perceived to exhibit less than half of the behaviors ( $M=31.42$ ). Since these behaviors were derived from the literature on leadership effectiveness, it may be concluded that the typical principal in this study would be considered to have limited effectiveness.

**Using praise, rewards, and feedback.** The total possible score for using praise, rewards, and feedback was 14. On the average, principals scored 7.06. The standard deviation (3.51) indicates that there was moderate variance in principals' use of praise, rewards, and feedback when working with teachers and students. Considering that a major theme in successful secondary schools is recognition of teacher and student accomplishments from the principal, one may conclude the typical principal in this study performed moderately well in the use of praise, rewards, and feedback.

**Monitoring instruction.** The total possible score for monitoring instruction was 13. On the average, principals scored 4.91. The standard deviation (3.51) denotes moderate variance in principals' monitoring instruction. The effective schools literature (Huff et al., 1982) reported

Table 10. Descriptive Statistics for the Dependent Variables in the Study, N=184

Dependent Variables	Total Possible Score	M	SD	Lowest	Highest
Total leadership score	78	31.42	13.89	3	65
Monitoring instruction	13	4.91	3.51	0	13
Establishing environment for change	19	10.28	4.69	0	19
Evaluating and analyzing student achievement	10	1.91	2.22	0	10
Using praise, reward, and feedback	14	7.06	3.51	0	14
Maintaining an orderly environment	10	8.35	2.01	1	10
Working with teachers on instruction	10	1.85	2.22	0	10
Demonstrating instructional practices for teachers	5	.64	.90	0	5

that principals' skills in working with teachers in developing and implementing the instructional program determines their effectiveness. Since teachers in this study observed the typical principal exhibiting less than one half of the behaviors, it may be determined that the principal did not perform well.

**Establishing an environment for change.** The total possible score was 19. On the average, principals scored 10.28. The standard deviation (4.69) indicates moderate variance. In this study, teachers observed the principal exhibiting approximately one half of the behaviors that establish an environment for change. Miller, Cohen, Shelley, and Sayre (1985) have reported that the principal is the crucial implementer of change. Any proposal for change that is intended to alter the quality of life in the school and that intends to direct the school toward the accomplishment of its goals depends primarily on the principal. The typical principal in this study exhibited the behaviors to a moderate degree.

**Evaluating and analyzing student achievement.** The total possible score was 10. On the average, principals scored 1.91. The standard deviation (2.22) indicates little variance in principals' evaluating and analyzing student achievement. In this study teachers observed the typical

principal as exhibiting approximately one-fifth of the behaviors constituting this variable. The literature (Squires, 1984) has indicated that effective principals use test data to build their roles as instructional leaders. Such principals observe classroom instruction and discuss students' achievement with the staff on a regular basis. The typical principal in this study performed poorly on evaluating and analyzing student achievement.

**Working with teachers on instruction.** The total possible score was 10. On the average, principals scored 1.85. The standard deviation (2.22) indicates little variance in principals' working with teachers on instruction. In effective schools (Fallan, 1981) principals are directly involved in instruction and meet with teachers on a regular basis to stay informed and be knowledgeable about instructional practices in their schools. The principal's skill in working with teachers in developing and implementing the instructional program is related to his/her effectiveness. The typical principal in this study exhibited few of the behaviors that constituted this variable and was considered to have performed poorly.

**Maintaining an orderly environment.** The total possible score was 10. On the average, principals scored 8.35. The standard deviation (2.01) indicates that the variance was

small in the number of behaviors principals exhibited. Teachers reported the typical principal in this study as performing well on this variable.

**Demonstrating instructional practices for teachers.** The total possible score was 5. On the average, principals scored .64. The standard deviation .90 indicates that the variance was small in the number of behaviors exhibited by principals. According to the effective schools literature (Mann & Lawrence, 1983) principals must be knowledgeable about the instructional program and must be able to demonstrate teaching strategies or their credibility as instructional leaders will be limited. The teachers in this study observed the typical principal exhibiting less than one-fifth of the behaviors that constituted this variable. It was concluded that the typical principal in this study performed poorly on demonstrating instructional practices for teachers.

According to these findings, teachers in this study did not observe principals practicing to a high degree behaviors that affect instruction as identified in the effective schools literature: monitoring instruction, evaluating and analyzing student achievement, working with teachers on instruction, and demonstrating instructional practices for teachers. Teachers observed the typical principal as performing well in maintaining an orderly environment.

He/She also performed well in using praise, rewards, and feedback and establishing an environment for change.

### Relationships Between Principals' Characteristics and Behaviors and Their Instructional Leadership

The four predictor variables in this study were selected from a list prepared from an extensive review of the literature. The variables were used to develop four hypotheses to account for the variation in behavior of the principal as instructional leader.

The findings follow:

1. The more measurable the principal's goals for the school, the greater the instructional leadership.

None of the correlation coefficients between the number of areas in which goals were established and the number of measurable goals established in the biennial school plan and the eight measures of the principals' instructional leadership supported this hypothesis (Table 6). Inclusion of measurable goals into the biennial school plan does not seem to make a difference in the principal's instructional leadership.

2. The more a principal believes that he/she has the ability to improve instruction and accomplish the goals of the school (efficacy), the greater the instructional leadership.

None of the correlation coefficients between the principal's confidence in assisting teachers with implementing instructional practices or helping them to accomplish certain goals and measures of the principal's instructional leadership supported this hypothesis (Table 6). A principal's belief that he/she has the ability to improve instruction and accomplish the goals of the school seems not to lead to a greater degree of instructional leadership.

3. The more autonomy the principal perceives he/she has to carry out responsibilities, the greater the instructional leadership. Data from the correlational analysis (Table 6) supported this hypothesis for two of the scales measuring instructional leadership: establishing an environment for change ( $r=.14$ ,  $p=.05$ ) and use of praise, rewards, and feedback ( $r=.19$ ,  $p=.01$ ). The principal's perception that he/she has the autonomy to carry out responsibilities seems to make a difference in his/her establishing an environment for change and using praise, rewards, and feedback.

4. The more expertise the principal possesses to assist teachers in their efforts to increase student learning, the greater the instructional leadership. The data (Table 6) indicate that expertise was related to only one measure of instructional leadership: demonstration of instructional practices for teachers ( $r=.14$ ,  $p<.05$ ). The principal's expertise to assist teachers in their efforts to increase

student learning seems to make a difference in his/her demonstration of instructional practices for teachers.

### The Prediction of Leadership Effectiveness from Principals' Goal-Setting, Efficacy, Autonomy, and Expertise

Eight direct multiple regression analyses were run, one for the total leadership behavior and one each for the seven scales derived from the principal components analysis (Table 11). Three of the analyses produced significant  $R$ -squares: those for using praise, rewards, and feedback ( $R^2=.05$ ,  $p<.05$ ); establishing an environment for change ( $R^2=.05$ ,  $p<.05$ ); and maintaining an orderly environment ( $R^2=.04$ ,  $p<.05$ ). All  $R$ -squares were small.

The partial regression coefficients indicate that autonomy contributed significantly to the variance in using praise, rewards, and feedback ( $b=.14$ ,  $p<.05$ ) and to the variance in establishing an environment for change ( $b=.15$ ,  $p<.05$ ) (Table 12). None of the partial regression coefficients for the four predictors was large enough to be significant at .05 level for maintaining an orderly environment.

These findings indicate that the autonomy of the principal seems to lead to the principal's use of praise, rewards, and feedback when working with teachers. Also, a principal's belief that he/she has the autonomy to carry out

Table 11. Analysis of Variance Information for Dependent Variables Regressed on Efficacy, Autonomy, Goals, and Expertise

	1	2	3	4	5	6	7	8
Mean Square Regression	237.08	11.10	53.94	3.09	27.80	7.72	1.88	.98
Mean Square Residual	191.87	12.31	21.28	4.97	11.95	3.97	5.01	.80
DF Regression	4	4	4	4	4	4	4	4
DF Residual	179	179	179	179	179	179	179	179
F	1.2	.90	2.53*	.62	2.33*	1.94*	.38	1.23
R <sup>2</sup>	.03	.02	.05	.01	.05	.04	.01	.03

\* $p \leq .05$ .

Key to dependent variables:

- 1 = Total leadership score
- 2 = Monitoring instruction
- 3 = Establishing an environment for change
- 4 = Evaluating and analyzing student achievement
- 5 = Using praise, rewards, and feedback
- 6 = Maintaining an orderly environment
- 7 = Working directly with teachers on instruction
- 8 = Demonstrating instructional practices for teachers

Table 12. Partial Regression Coefficients for Dependent Variables Regressed on Efficacy, Autonomy, Goals, and Expertise

	Efficacy	Autonomy	Goals	Expertise	Constant
Total leadership score	-.20 (.18)	.36 (.19)	.21 (.26)	.01 (.02)	16.93
Monitoring instruction	-.00 (.05)	.08 (.05)	.02 (.07)	-.00 (.00)	2.78
Establishing environment for change	-.10 (.06)	.15* (.06)	.14 (.09)	.01 (.01)	2.85
Evaluating and analyzing student achievement	.01 (.03)	.00 (.03)	.05 (.04)	.00 (.00)	-.06
Using praise, reward, and feedback	-.07 (.05)	.14* (.05)	-.02 (.06)	.00 (.00)	3.63
Maintaining an orderly environment	-.06 (.03)	.06 (.03)	.01 (.04)	.00 (.00)	8.42
Working with teachers on instruction	-.03 (.03)	.00 (.03)	.03 (.04)	.00 (.00)	2.86
Demonstrating instructional practices for teachers	-.01 (.01)	-.00 (.01)	-.00 (.02)	-.00 (.00)	-.13

Note. Standard errors of the regression coefficients are in parentheses.

\* $p \leq .05$ .

the responsibilities of the school seems to make a difference in his/her willingness to establish an environment for change.

## CHAPTER 4

### SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Chapter 4 contains a summary of the study, conclusions that have been extracted from the analysis of the data, and implications and recommendations for practice and research.

#### Summary

The purpose of the study was to explore the relationships between a set of variables describing the characteristics and behaviors of principals and the principals' instructional leadership. Selected variables were: (a) clarity of instructional goals, (b) performance efficacy, (c) autonomy, and (d) instructional expertise. A Principals' Questionnaire was developed to collect data on these four variables. The questionnaire was mailed to 311 principals of combined and secondary public schools in Virginia and 192 (62%) responded with usable data. A Teachers' Questionnaire was developed to collect data on the principals' instructional leadership. Five teachers from the school of each participating principal were asked to check all of 78 listed behaviors that they observed their principal engaging in over the past year. The principal was credited

with a specific behavior if two of the teachers had observed that behavior. When the data from principals and teachers were combined by school, 184 (59%) usable sets of data remained.

### Descriptive Findings

A summary of the characteristics, behaviors, and instructional leadership of the principals in the study follows.

#### **Characteristics and Behaviors of Principals (Independent Variables)**

1. The number of measurable goals that the typical principal established for his/her school was limited, probably to a manageable few. The average combined score for areas in which goals were set and the number of measurable goals was 5.34. The lowest and highest scores were 0 and 24.
2. The typical principal felt "quite confident" that he/she could assist teachers in implementing instructional practices and accomplishing goals and that he/she could provide teachers with "much" help in achieving eight specific goals.

3. The typical principal in the study reported that authority for thirteen specific responsibilities was shared with the central office but it was mostly his/hers.
4. The typical principal reported reading regularly 2.7 publications. The most frequently read publications were the NASSP Bulletin (88.5%), Educational Leadership (58.1%), Phi Delta Kappan (53.2%), Review of Educational Research (11.4%), and The American Educational Research Journal (11.4%).
5. The typical principal in the study indicated limited knowledge of instructional models.
6. The writer with whom principals was most familiar was Madeline Hunter; 51.6% of the principals in the study said that they had implemented practices by her. Following behind Hunter with considerably fewer principals implementing their recommendations were Goodlad (15.1%) and Boyer (8.9%).
7. Instructional practices for teachers were demonstrated by the typical principal with a moderate degree of frequency.
8. The typical principal personally provided 12 hours of inservice to his/her teachers.
9. The typical principal participated in 27.7 hours of inservice training on instructional practices during the preceding year.

10. The typical principal attended two conferences on instructional practices outside the school division during the preceding school year.
11. During the last school year, the school of the typical principal held 3.9 social activities.
12. The typical principal had a social committee in his/her school.
13. Ninety-nine principals (51.6%) did not have a planned teacher recognition program in their schools.
14. One hundred sixty-eight (87.5%) of the principals had an advisory committee of teachers that assisted in developing policies, practices, and working conditions in their schools.
15. On the average, the typical principal had less than one teacher (.57) who requested a transfer from his/her building last year.
16. One hundred seventy-nine (93.2%) of the principals did not have a teacher filing a grievance last year.
17. One hundred seventy-three (90.1%) of the principals reported that they had an established procedure for involving teachers in decision making.
18. The typical principal averaged 6.53 teachers who sought his/her help in the past month with an instructional problem.
19. The typical principal used 4.2 ways of involving teachers in decision making.

20. The typical principal used 6.9 sources of information in developing the biennial school plan.
21. When all measures of expertise were standardized ( $M=50$ ,  $SD=10$ ), the principals' scores ranged from 492.06 to 802.03; the mean score of 644.57 indicated that the typical principal reported having considerable expertise in instructional matters.

#### **Instructional Leadership of Principals (Dependent Variables)**

1. The typical principal was observed by teachers to be performing less than one-half (31.42) of the 78 behaviors on the Teachers' Questionnaire. These behaviors were derived from the literature on leadership effectiveness.
2. The typical principal was observed by teachers to perform seven of 14 behaviors associated with the use of praise, rewards, and feedback when working with students, teachers, and parents.
3. The typical principal was observed by teachers to perform 4.9 of the 13 behaviors associated with monitoring instruction.
4. The typical principal was observed by teachers to perform 10 of the 19 behaviors associated with the establishment of an environment for change.

5. The typical principal was observed by teachers to perform only 1.9 of the 10 behaviors associated with evaluating and analyzing student achievement.
6. The typical principal was observed by teachers to perform only 1.9 of the 10 behaviors associated with working with teachers on instruction.
7. Teachers reported the typical principal as performing 8.4 of the 10 behaviors associated with maintaining an orderly environment.
8. Less than one-fifth of the behaviors related to the demonstration of instructional practices for teachers were exhibited by the typical principal in this study (.64 of a total of five behaviors).

#### Summary of Findings for the Hypotheses in the Study

Four predictor variables were selected from a list prepared from an extensive review of the literature. The variables were used to develop four hypotheses to account for the variation in behavior of the principal as instructional leader.

1. The more measurable the principal's goal for the school, the greater the instructional leadership. None of the correlation coefficients between the number of areas in which goals were established and the number of measurable goals established in the biennial school plan and the eight

measures of the principal's instructional leadership supported this hypothesis. Including measurable goals into the school's biennial school plan does not seem to make a difference in the principal's instructional leadership.

2. The more a principal believes that he/she has the ability to improve instruction and accomplish the goals of the school (efficacy), the greater the instructional leadership. None of the correlation coefficients between the principals' confidence in assisting teachers with implementing instructional practices or helping them to accomplish the school's goals and the eight measures of the principals' instructional leadership supported this hypothesis. A principal's belief that he/she has the ability to improve instruction and accomplish the goals of the school seems not to lead to a greater degree of instructional leadership.

3. The more autonomy the principal perceives he/she has to carry out responsibilities, the greater the instructional leadership. Correlation coefficients supported this hypothesis for two of the measures of instructional leadership: establishing an environment for change ( $r=.14$ ,  $p=.05$ ) and use of praise, rewards, and feedback ( $r=.19$ ,  $p=.01$ ). The principals perception that he/she has the autonomy to carry out responsibilities seems to make a difference in his/her establishing an environment for change and use of praise, rewards, and feedback.

4. The more expertise the principal possesses to assist teachers in their efforts to increase student learning, the greater the instructional leadership. The correlation coefficients indicated that expertise was related to only one measure of instructional leadership: demonstration of instructional practices for teachers ( $r=.14$ ,  $p<.05$ ). The principal's expertise to assist teachers in their efforts to increase student learning seems to make a difference in his/her demonstration of instructional practices for teachers.

#### The Prediction of Instructional Leadership from Principals' Goal-Setting, Efficacy, Autonomy, and Expertise

Eight direct multiple regression analyses were run, one for total instructional leadership and one each for the seven scales derived from the principal components analysis. Three of the analyses produced significant  $R$ -squares: those for use of praise, rewards, and feedback ( $R^2=.05$ ,  $p<.05$ ); establishing an environment for change ( $R^2=.05$ ,  $p<.05$ ); and maintaining an orderly environment ( $R^2=.04$ ,  $p<.05$ ). All  $R$ -squares were small.

No variables contributed significantly and independently to the variance in maintaining an orderly environment. Autonomy contributed significantly to the variance in using praise, rewards, and feedback ( $b=.14$ ,

$p < .05$ ), and establishing an environment for change ( $b = .15$ ,  $p < .05$ ).

The principal's possession of autonomy seems to lead to his/her use of praise, rewards, and feedback when working with teachers. A principal's belief that he/she has the autonomy to carry out the responsibilities of the school seems to make a difference in his/her willingness to establish an environment for change.

### Conclusions

1. Teachers in this study did not observe secondary principals practicing to a high degree behaviors that affect instruction as identified in the effective schools literature.

2. Teachers observed the typical principal in this study as performing very well in maintaining an orderly environment. He/She also performed well in using praise, rewards, and feedback and establishing an environment for change.

3. According to teachers, principals in this study did not perform well on behaviors directly affecting the program of instruction: monitoring instruction, evaluating and analyzing student achievement, working with teachers on instruction, and demonstrating instructional practices for teachers.

4. With two exceptions--(1) autonomy is related to establishing an environment for change, and (2) autonomy is related to using praise, rewards, and feedback--there is no association between the behaviors and characteristics of principals as measured in this study and the instructional leadership of principals.

5. According to the measures used in this study, the effective schools literature has not had a large impact on the work of the secondary principal in Virginia.

### Discussion

The following is a discussion of the findings of the study.

#### **Goals**

Data on the independent variables reported by practicing principals revealed that the typical principal in this study established two or three quantitatively measurable goals for specific areas of his/her biennial school plan. The development of a biennial school plan is mandated by the state's accreditation standards. A follow-up report to the local school board on the progress of the plan is also required. These requirements are monitored by the state's administrative review process.

The limited number of goals established by the typical principal may suggest the principal was addressing only a minimum number of areas to satisfy the accreditation requirements; i.e., the principal developed a perfunctory plan to meet a requirement. This possibility is supported by the finding that the inclusion of measurable goals in the biennial school plan did not seem to make a difference in the principal's instructional leadership.

Clear goals are almost universally advocated, but schools are invariably plagued by goal ambiguity. Board members and superintendents vary in their priorities, and teachers push their own courses, values, and agendas. Reaching consensus on the school's goals and priorities is a difficult task. To move a school to where one's vision would have it be, it is necessary to articulate the goals to the staff and community. Many principals may not be certain of their vision and may not be willing to expose their thinking to their peers, superiors, or community.

Another possible explanation for disconnection between setting measurable goals and the leadership of the principal is the failure of the principal to carry through on establishing and implementing a plan for accomplishing the goals. The principal may set goals and then pay no attention to them until a report is due. This is possible because in many cases there is little follow-up, accountability

procedures are loose, and sanctions are not generally applied.

### **Autonomy**

It was hypothesized in this study that the more autonomy the principal perceives he/she has to carry out responsibilities, the greater the instructional leadership. Data supported this hypothesis for two scales: establishing an environment for change and use of praise, rewards, and feedback.

On the average, principals who perceived themselves to possess a high degree of autonomy established an environment for change; that is, they were more likely to focus attention on establishing goals, communicating those goals to the school-community, and implementing plans to achieve the goals. Having the ability to make choices seems to free principals' minds to create and implement programs. Cuban (1988) argues that the "managerial imperative" rather than the impulse toward leadership dominates school administration. He described managing as maintaining the best possible version of the status quo rather than creating change. According to Cuban, to change this tendency will require changing the incentives offered to school leaders. When the position is conceived as middle management, there appears to be few sanctions or rewards for principals to create an environment for change. However, principals who

have autonomy involve teachers in matters important to them in the school, speak to the teachers about the expectations of the school, and provide inservice for them. Principals with autonomy can create the climate for change at the school level. This finding supports those who believe that school-based management is a concept that could reform the public schools.

Principals who possess autonomy make important choices about how best to interact with both individual teachers and the faculty as a group in the use of praise, rewards, and feedback. Face-to-face interaction has been identified by teachers as the major means for expression of both individual and group praise, although letters, notes, and intercom remarks are also used. The willingness of principals to interact with teachers in this way has been linked to the principal's level of security and autonomy. From the teacher's perspective, recognition of individual effort, celebrating faculty achievement, assignment of meaningful additional duties, allocation of needed resources, delegation of authority, and following through on teachers' suggestions are perceived as rewarding.

Principals who have autonomy, who establish programs for change, and who involve their teachers in bringing about the change probably feel obligated to praise, reward, and provide feedback to teachers who contribute to the changes. Principals with less autonomy pass on programs, rules, and

policies from above. They may take little ownership in them, and thus they may feel less obligated to provide praise, rewards, and feedback to teachers.

### **Instructional Expertise**

The typical principal in this study reported that he/she possessed considerable expertise in three areas: (1) knowledge of instruction, (2) interpersonal skills, and (3) intellectual skills. A composite of these three measures was related to one of the seven measures of instructional leadership: demonstration of instructional practices for teachers (Pearson  $r=.14$ ,  $p<.05$ ). Principals who possess instructional expertise are willing to demonstrate knowledge by giving helpful advice, demonstrating instructional practices for teachers, and providing feedback to teachers on their performance. Teachers often link the principal's expertise to his/her level of commitment, communication, and making him/herself available to help. If principals lack the expertise to assist teachers, they are seldom available when needed to provide instructional assistance. Principals who possess knowledge and expertise and are willing to help teachers are able to increase feelings of satisfaction and a sense of professionalism on the part of teachers. Teachers' feelings of being understood and respected are increased when given assistance by principals who demonstrate their expertise in instruction.

Principals reported that they had considerable expertise in knowledge of instruction, interpersonal skills, and intellectual skills. Teachers, however, reported that they observed principals engaging in instructional leadership behaviors: monitoring instruction, evaluating and analyzing student achievement, working with teachers on instruction, and demonstrating instructional practices for teachers to a very limited extent. In fact those areas were lower than the managerial area of maintaining an orderly environment. It must be remembered that principals provided self-reports of their expertise and these reports may have been exaggerated. These possible exaggerations may have confounded the results.

#### **Performance Efficacy**

The typical principal in the study reported that he/she felt confident in assisting teachers in implementing instructional practices and accomplishing goals. However, teachers observed the principal as performing poorly on exhibiting the behaviors measuring instructional practices and accomplishing goals. The principal's feeling of confidence did not translate into behaviors that assisted teachers in implementing instructional practices. There was no correlation between the principal's confidence in assisting teachers with implementing instructional practices or helping them to accomplish certain goals. This finding,

again, may be due to exaggerated self-reports of efficacy by principals.

### **Instructional Leadership**

Principals are generally expected to perform two different types of leadership: instructional and managerial. Broadly speaking, instructional leaders know how to teach well and how to transmit this knowledge of teaching to others. He/she is someone who speaks for teachers, establishes the direction of instruction, knows and interprets research findings, demonstrates and explains "best" practices, and works well with and supports teachers. The typical principal in this study performed moderately well on two of the seven measures of instructional leadership: establishing an environment for change and using praise, rewards, and feedback. He/she did not perform well on five of the seven measures: monitoring instruction, evaluating and analyzing student achievement, working directly with teachers on instruction, and demonstrating instructional practices for teachers. The typical principal in this study was observed by teachers to have performed poorly on behaviors related to instructional leadership, exhibiting less than half of the behaviors derived from the literature on leadership effectiveness. Despite the knowledge base regarding effective school principals, (Martin & Willower, 1981), the majority of the routine education of students that

occurs in the schools is clearly the province of the teaching staff.

An important question is, How are principals to be helped to become experts in monitoring instruction, evaluating and analyzing student achievement, working directly with teachers on instruction, and demonstrating instructional practices for teachers? The typical principal in this study reported that he/she read regularly about three professional publications and participated in about 28 hours of inservice on instructional practices for self improvement last year. Based on the reports of teachers on the behaviors principals are exhibiting, the impact of this reading and inservice on changing their behaviors related to instruction would appear to be limited. However, in some instances principals are constrained from exercising strong instructional leadership due to role diversity and district office expectations.

Generally, the typical principal in this study performed well on behaviors related to the management of the school, i.e., maintaining an orderly environment. The principal was visible in all parts of the building, supported teachers having discipline problems, scheduled time for teachers to talk with parents, explained rules of conduct, and distributed materials to teachers and students. On the whole, however, secondary principals in Virginia seem not to possess the competencies required to perform effectively as

instructional leaders, regardless of their personal perceptions of their competence to do so.

### Implications for Change

To support current and future principals, consideration should be given to providing:

1. training to prepare principals with a good understanding of what it means to be an instructional leader.
2. incentives for principals to become instructional leaders.
3. training to enhance internalization and application of the desired behaviors related to instructional leadership.
4. training to translate the research on effective principal (leader) behaviors into competencies.
5. greater autonomy to principals, for principals with greater autonomy tend to be agents of change.

### Implications for Research

Now that research has produced generally agreed upon lists of characteristics of effective schools, studies should be conducted to identify behaviors that will foster these characteristics. The focus should concentrate on identifying specific behaviors of high school principals associated with the characteristics of effective schools. Much of the

effective schools research at this time has been concentrated on elementary schools.

Studies to identify the best methods and procedures to provide training for principals to internalize and make application of the desired behaviors for instructional leaders would be beneficial.

The theoretical model used in this study may merit further examination if more precise measures for the independent variables are used.

If another study similar to this one is conducted, considerations should be given to school size as a variable due to delegations of certain responsibilities to assistant principals in larger schools.

Also, another study could investigate the work of principals that scored high on the instructional leadership dimension to determine what they do in their work that makes them effective.

The continuing problem of measurement difficulties reared its head again in this study. The use of self-reports to gather information on the characteristics of principals must be discontinued. The results of this study clearly demonstrate the exaggerated claims of expertise, among other qualities, that can result from such reports. A better procedure would involve asking enough teachers the same questions about the principal's characteristics so as to get a combined set of data. This is the procedure that was used

to collect information on the leadership behavior of principals in this study, and those data appear to be supported by previous findings of other researchers and the perceptions of the researcher.

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**APPENDIX A. LETTER TO PRINCIPALS ASKING THEM TO PARTICIPATE**

VIRGINIA TECH

College of Education/AES Division  
University City Office Building  
Blacksburg, VA 24061

October 1, 1987

The enclosed Susan B. Anthony coin was struck to honor one of our nation's leaders. Susan B. Anthony was a leader of woman suffrage, the cause to which she devoted her life.

Principals, as leaders of their schools, devote their energies to developing and implementing strong instructional programs. We are interested in how principals do this and have designed a study that we believe will shed some light on this topic.

We realize that your time for this kind of activity is limited, so we have designed two brief questionnaires, one to be completed by you and the other to be completed by five of your teachers. The teachers will be randomly selected and will be asked to complete a questionnaire that describes instructional programs in your school.

We urge you to share in this study. If you agree to do so, please send us a list of your teachers' names so that we can randomly select five teachers. Each teacher will be mailed a request to participate, and their participation will be completely voluntary.

If you would like a summary of the results and their implications for principals in Virginia, please check the line below and return this letter with your list of teachers in the enclosed envelope. Your time will be very much appreciated.

I agree to participate;  
a list of my teachers  
is enclosed.

Sincerely yours,

Please send me a copy  
of the results.

Charles S. Thomason

David J. Parks  
Associate Professor

Enclosure

APPENDIX B. LETTER TO PRINCIPALS THANKING THEM FOR AGREEING  
TO PARTICIPATE

VIRGINIA TECH

College of Education/AES Division  
University City Office Building  
Blacksburg, VA 24061

March, 1987

Dear

Thank you for participating in our study. The enclosed booklet contains the questionnaire for the study.

All responses will be kept completely confidential. Questionnaires have been coded for follow-up purposes. No school or person will be identified in the report of the study.

Please complete the questionnaire, staple the booklet closed, and mail it to us as soon as possible.

Your assistance with this study is sincerely appreciated.

Very truly yours,

Charles S. Thomason

David J. Parks  
Associate Professor

APPENDIX C. PRINCIPALS' QUESTIONNAIRE

## PRINCIPALS' QUESTIONNAIRE

Please answer all items in the space provided in this booklet. The numbers preceding items are for keying purposes.

### Background Information

- (1-2) Age \_\_\_\_\_
- (3) Sex \_\_\_\_\_
- (4-5) Number of years in education \_\_\_\_\_
- (6-10) Your teaching endorsements \_\_\_\_\_  
\_\_\_\_\_
- (11-12) Total number of years in the principalship \_\_\_\_\_
- (13) Highest degree you have obtained \_\_\_\_\_
- (14-17) Student membership in your school as of  
September 30 \_\_\_\_\_
- (18-21) Grades in your school \_\_\_\_\_
- 

A. Principals sometimes include quantitative goals with specific numerical or percentage gains in their biennial school plans. Place a check before the items in Column I for which you established goals in your biennial school plan. If you included a specific numerical or percentage gain to be accomplished for a particular area, write the amount of gain or change on the appropriate line in Column II.

<u>Column I</u>	<u>Column II</u>
Area	Numerical or Percentage Gain If Any
(22) ___ Language Arts	(34-37) _____
(23) ___ Mathematics	(38-41) _____
(24) ___ Science	(42-45) _____
(25) ___ Social Studies	(46-49) _____
(26) ___ Dropouts	(50-53) _____

(27) \_\_\_ Attendance (54-57) \_\_\_\_\_

(28) \_\_\_ Discipline problem(58-61) \_\_\_\_\_

Other areas for which you established goals and gains:

(29) \_\_\_\_\_ (62-65) \_\_\_\_\_

(30) \_\_\_\_\_ (66-69) \_\_\_\_\_

(31) \_\_\_\_\_ (1-4) \_\_\_\_\_

(32) \_\_\_\_\_ (5-8) \_\_\_\_\_

(33) \_\_\_\_\_ (9-12) \_\_\_\_\_

---

B. Check each publication that you read regularly.

(13) \_\_\_ EDUCATIONAL LEADERSHIP List other professional  
publications you read  
regularly:

(14) \_\_\_ PHI DELTA KAPPAN

(15) \_\_\_ NASSP BULLETIN

(19) \_\_\_\_\_

(16) \_\_\_ HIGH SCHOOL JOURNAL

(20) \_\_\_\_\_

(17) \_\_\_ AMERICAN EDUCATIONAL  
RESEARCH JOURNAL

(21) \_\_\_\_\_

(18) \_\_\_ REVIEW OF EDUCATIONAL  
RESEARCH

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C. Indicate the extent to which you have knowledge of the following instructional models: (1) never heard of, (2) have read about, (3) attended conferences on, (4) have implemented it in my school. Circle the appropriate number.

(22) Rosenshine's Model 1 2 3 4

(23) Hunter's Model 1 2 3 4

(24) Teacher Expectations for  
Student Achievement Model 1 2 3 4

(25) Instructional Theory  
Into Practice 1 2 3 4

Other instructional models:

Please list and indicate level of knowledge about each.

- (26) \_\_\_\_\_ 1 2 3 4  
(27) \_\_\_\_\_ 1 2 3 4  
(28) \_\_\_\_\_ 1 2 3 4
- 

D. For each of the following people, indicate your familiarity with their work: (1) have books or articles by, (2) have read books or articles by, (3) have attended sessions at conferences, (4) have implemented practices by them. Circle the appropriate number.

- (29) Berliner 1 2 3 4 (35) Hunter 1 2 3 4  
(30) Brookover 1 2 3 4 (36) Purkey 1 2 3 4  
(31) Brophy 1 2 3 4 (37) Rosenshine 1 2 3 4  
(32) Sizer 1 2 3 4 (38) Rutter 1 2 3 4  
(33) Goodlad 1 2 3 4 (39) Boyer 1 2 3 4  
(34) Coleman 1 2 3 4
- 

E. How often did you demonstrate to one or more teachers the following instructional practices during the past year: (1) never, (2) once or twice, (3) three to five times, (4) six to ten times, (5) more than ten times? Circle the appropriate number.

- (40) focusing the attention of students  
on what is to be learned 1 2 3 4 5  
(41) teaching to objectives 1 2 3 4 5  
(42) modeling appropriate behaviors 1 2 3 4 5  
(43) organizing learning activities 1 2 3 4 5  
(44) engaging students in learning 1 2 3 4 5  
(45) checking for understanding 1 2 3 4 5

- (46) providing feedback to students 1 2 3 4 5
- (47) adjusting instruction to students 1 2 3 4 5
- (48) guiding practice 1 2 3 4 5
- (49) providing independent practice 1 2 3 4 5
- (50) closure of lesson 1 2 3 4 5

List other instructional practices you demonstrated and how often you demonstrated them:

- (51) \_\_\_\_\_ 1 2 3 4 5
  - (52) \_\_\_\_\_ 1 2 3 4 5
  - (53) \_\_\_\_\_ 1 2 3 4 5
- 

F. How many hours of inservice education did you personally provide to teachers on instructional practices during this last school year?

(54-56) \_\_\_\_\_ Number of hours

G. Estimate the number of hours of inservice training on instructional practices you participated in for self-improvement during the last year?

(57-59) \_\_\_\_\_ Number of hours

H. How many conferences on instructional practices did you attend outside your school division last year?

(60-61) \_\_\_\_\_ Number of conferences

I. How many social activities for the faculty were held at your school during the last school year (preschool, Christmas, etc.)?

(62-63) \_\_\_\_\_ Number of social activities

J. Do you have a social committee in your school?

(64) \_\_\_\_\_ Yes \_\_\_\_\_ No

K. Do you have a planned teacher recognition program in your school?

(65) \_\_\_\_\_ Yes \_\_\_\_\_ No

L. Does your school have an advisory committee of teachers that assists in developing policies, practices, and working conditions?

(65) \_\_\_\_\_ Yes \_\_\_\_\_ No

M. How many teachers requested a transfer from your building last year?

(67-68) \_\_\_\_\_ Number of teachers

N. How many of your teachers filed a grievance last year?

(69-70) \_\_\_\_\_ Number of teachers

O. Do you have an established procedure for involving teachers in making decisions?

(71) \_\_\_\_\_ Yes \_\_\_\_\_ No

P. In the past month, how many of your teachers voluntarily sought your help with an instructional problem?

(1-2) \_\_\_\_\_ Number of teachers

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Q. In which of the following ways were teachers involved in decision making in your school during the last school year? Check appropriate areas.

(3) \_\_\_\_\_ teachers' advisory committee      (6) \_\_\_\_\_ ad hoc committees

(4) \_\_\_\_\_ curriculum committees      (7) \_\_\_\_\_ discussion at faculty meetings

(5) \_\_\_\_\_ assisted in setting agendas for meetings

List other ways teachers were involved in decision making in your school:

(8) \_\_\_\_\_

(9) \_\_\_\_\_

(10) \_\_\_\_\_

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R. Of the following what information do you use in developing your biennial school plan? Check appropriate responses.

- (11) \_\_\_ student achievement data
- (12) \_\_\_ research on effective schools
- (13) \_\_\_ diagnostic test data
- (14) \_\_\_ parental surveys
- (15) \_\_\_ curricular goals and objectives
- (16) \_\_\_ aspirations of students
- (17) \_\_\_ research-based information
- (18) \_\_\_ state requirements
- (19) \_\_\_ local requirements

List other information you use in developing your biennial school plan:

- (20) \_\_\_\_\_
  - (21) \_\_\_\_\_
  - (22) \_\_\_\_\_
  - (23) \_\_\_\_\_
- 

S. How much authority do you have for each of the following? Use the following scale: (1) no authority, (2) authority shared with central office but mostly theirs, (3) authority shared about equally, (4) authority shared with central office but mostly mine, and (5) full authority. Circle the appropriate response.

- (24) evaluation of teachers 1 2 3 4 5
- (25) recommendation of teachers to fill vacancies in my school 1 2 3 4 5

(26) allocation of instructional funds within the school	1	2	3	4	5
(27) assignment of teachers within the school	1	2	3	4	5
(28) decisions about curriculum changes	1	2	3	4	5
(29) initiation of new course offerings	1	2	3	4	5
(30) setting the master schedule	1	2	3	4	5
(31) development of staff	1	2	3	4	5
(32) approval of credit for certificate renewal	1	2	3	4	5
(33) development of the biennial school plan	1	2	3	4	5
(34) evaluation of the instructional program	1	2	3	4	5
(35) recognition of teachers	1	2	3	4	5
(36) determination of the assistant principals' responsibilities	1	2	3	4	5

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T. Indicate how confident you feel in assisting teachers with implementing the following instructional practices. Possible responses are: (1) not at all confident, (2) mildly confident, (3) quite confident, (4) very confident. Circle the number of your selection.

(37) teaching to objectives	1	2	3	4
(38) developing instructional plans	1	2	3	4
(39) implementing instructional plans	1	2	3	4
(40) implementing task analysis	1	2	3	4
(41) determining the appropriate level of instruction	1	2	3	4
(42) using principles of learning	1	2	3	4
(43) evaluating instruction	1	2	3	4

(44) maintaining a focus on learning 1 2 3 4

U. Indicate how much you as principal can help teachers to accomplish each of the following goals. Possible responses are: (1) not at all, (2) some, (3) much, (4) a great deal. Circle the number of your selection.

(45) increase achievement scores 1 2 3 4

(46) decrease absenteeism 1 2 3 4

(47) decrease the dropout rate 1 2 3 4

(48) decrease the use of drugs and alcohol 1 2 3 4

(49) decrease the number of discipline cases 1 2 3 4

(50) improve the attitudes of students toward school 1 2 3 4

(51) involve parents in the education of their children 1 2 3 4

(52) improve higher order thinking skills 1 2 3 4

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Thank you for completing the questionnaire. Please staple it closed and drop it into the mail.

APPENDIX D. LETTER TO TEACHERS

Virginia Tech

College of Education/AES Division  
University City Office Building  
Blacksburg, VA 24061

October 1, 1987

Dear

Your principal is participating in our study of high school principals. Your name and the names of four other teachers in your school were selected at random from a list provided to us by your principal.

We would appreciate your participation in the study. A questionnaire is enclosed. Please complete the questionnaire, staple it closed, and mail it to us as soon as possible. No postage is needed.

Your responses will be kept completely confidential. Questionnaires have been coded for follow-up purposes. No school or person will be identified in the report of the study.

Your assistance with this study is sincerely appreciated.

Very truly yours,

Charles S. Thomason

David J. Parks  
Associate Professor

Enclosure

**APPENDIX E. TEACHERS' QUESTIONNAIRE**

## TEACHERS' QUESTIONNAIRE

Please check each item that you observed your principal doing during the last school year. Check only those items that you personally observed. Do not check check items based on information from others.

My principal--

- 1. delivered a talk to teachers on expected achievement in basic skills
- 2. delivered a talk to students on expected achievement in basic skills
- 3. wrote to a parent recognizing a son or daughter for outstanding achievement
- 4. praised a student who was trying but not being outstanding academically
- 5. acknowledged a student's academic accomplishments in an informal setting
- 6. wrote a letter to a student who performed well academically
- 7. visited a special education class to encourage the success of the students
- 8. prepared a report comparing the school's test scores with test scores statewide
- 9. provided diagnostic information on student achievement to teachers
- 10. made a speech to the teachers about the goals of the school

(Continue to next page)

Please check each item that you observed your principal doing during the last school year.

My principal --

- 11. provided the teachers with a list of goals for the school
- 12. observed a lesson in each teacher's classroom
- 13. observed each teacher to determine the amount of teaching time students receive
- 14. checked with each teacher to assess whether homework was being reviewed by the teacher
- 15. established with each teacher specific goals for increasing achievement scores in basic skills
- 16. checked student performance to determine level of mastery
- 17. checked the quality of lesson plans
- 18. checked the quality of teachers' annual plans
- 19. used the school's test results to modify an instructional program
- 20. analyzed test results at each grade level
- 21. used an analysis of errors on a standardized test to determine strengths and weaknesses of the curriculum
- 22. used an analysis of errors on standardized test to determine strengths and weaknesses of individual students

(Continue to next page)

Please check each item that you observed your principal doing during the last school year.

My principal --

- 23. reviewed teacher progress in carrying out plans for teaching grade-level skills
- 24. checked all students' progress on grade-level skills at the end of the year
- 25. provided an inservice for the faculty explaining how standardized achievement test data could be used to improve student performance
- 26. established a goal for the school for students' achievement of basic skills
- 27. discussed with the faculty the school's current achievement results and the school's achievement goals
- 28. demonstrated a teaching strategy at one or more inservice or faculty meetings
- 29. attended all inservice programs conducted for teachers
- 30. taught a demonstration lesson for a teacher
- 31. reviewed a teacher's annual instructional plans
- 32. worked with a teacher to improve instructional objectives
- 33. worked in a new teacher's classroom to organize learning activities

(Continue to next page)

Please check each item that you observed your principal doing during the last school year.

My principal --

- 34. worked in a teacher's classroom to experiment with increasing time students were engaged in learning
- 35. demonstrated a technique for a teacher on how to engage a student in learning
- 36. demonstrated a classroom management technique for a new teacher
- 37. worked in a new teacher's classroom to improve techniques of differentiating instruction
- 38. provided to a teacher examples of meaningful homework assignments
- 39. supported a teacher's request for an inservice program
- 40. assisted a teacher in developing a plan for improvement
- 41. recognized the excellent quality of a teacher's lesson plans with a handwritten note
- 42. commended a teacher for a lesson that demonstrated excellence in teaching to objectives
- 43. commended a teacher for teaching from bell-to-bell
- 44. gave a teacher written feedback on an observed lesson

(Continue to next page)

Please check each item that you observed your principal doing during the last school year.

My principal --

- 45. commended a teacher's thoroughness in checking students' understanding of a lesson
- 46. demonstrated for a teacher a technique for adjusting instruction
- 47. demonstrated for a teacher a technique on how to provide closure to a lesson
- 48. scheduled a specific time for teachers to visit the principal to discuss instructional problems
- 49. commended a teacher for a positive, business-like classroom atmosphere
- 50. supported a teacher having problems with student discipline
- 51. explained rules of student conduct to students
- 52. was visible in all parts of the building
- 53. personally confronted a student who was misbehaving
- 54. distributed a code of conduct handbook to students
- 55. implemented a counseling program for troubled students
- 56. enforced a rule that discouraged classroom interruptions

(Continue to next page)

Please check each item that you observed your principal doing during the last school year.

My principal --

- 57. explained at a faculty meeting the policy regarding classroom interruptions
- 58. scheduled a specific time for parents to visit teachers
- 59. provided an allotment for a teacher to purchase needed instructional supplies
- 60. surveyed teachers to identify resources needed to reach instructional objectives
- 61. scheduled a definite time to talk with a parent of a student having problems
- 62. followed through on a teacher's suggestion and reported back to the teacher
- 63. scheduled time for a teacher to share ideas learned at a conference or meeting
- 64. visited a student's home to talk with parents
- 65. allowed a teacher to participate in developing a staff development plan
- 66. assisted a teacher in developing a unit of instruction to teach specific objectives
- 67. evaluated the effectiveness of a remedial program

(Continue to next page)

Please check each item that you observed your principal doing during the last school year.

My principal --

- 68. met with teachers at a grade level or departmental meeting
- 69. assisted a teacher in developing plans to improve classroom management
- 70. assisted a teacher in developing criteria for retention and promotion
- 71. assisted a teacher in correlating objectives of textbooks, norm-referenced tests, and the Standards of Learning
- 72. involved community members in developing a plan for improving instruction
- 73. involved teachers in developing a plan for improving instruction
- 74. implemented a plan for improving instruction
- 75. evaluated the school's plan for improving instruction
- 76. assisted a teacher in developing a course of study
- 77. involved a teacher in developing the budget for instructional materials
- 78. scheduled an assembly to present the goals of the school

(Continue to next page)

Number of years you have taught for your present principal \_\_\_\_\_

Your age \_\_\_\_\_

Your sex \_\_\_\_\_

Your number of years in education \_\_\_\_\_

Your highest degree \_\_\_\_\_

List subjects you now teach:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX F. ITEM REVIEW INSTRUMENT

## ITEM REVIEW INSTRUMENT

### Directions:

Each of the following items is a behavior that may be exhibited by a high school principal. Review each behavior and using the following scale indicate the extent you believe the behavior reflects effective instructional leadership of a principal:

- 1 = Not at all
- 2 = Some
- 3 = Much
- 4 = A great deal

In making your selection use the following definition of an effective instructional leader:

An effective instructional leader is one who holds high expectations for teacher and student performance, provides instructional assistance to teachers, emphasizes academic goals, evaluates academic achievement, protects instructional time, creates an orderly environment, and emphasizes instruction in the allocation of resources.

Write the number of your selection on the line preceding the item.

		<u>M</u>	<u>SD</u>
___ 1.	delivers a talk to teachers at the beginning of school on expected achievement in basic skills	3.63	.60
___ 2.	delivers a talk to students at the beginning of the school year on expected achievement in basic skills	3.42	.69
___ 3.	prepares a report comparing school achievement with national norms for current year	3.10	.81
___ 4.	prepares a report comparing school achievement with national norms for past years	3.00	.75
___ 5.	mails a report to parents showing the school's achievement scores	2.74	.65

Note. Means and standard deviations are based on 15 respondents.

		M	<u>SD</u>
— 6.	recognizes specific students for their achievement at a general assembly	3.26	.65
— 7.	places academic awards in the school trophy case	2.68	.95
— 8.	arranges speakers for an honor's program	2.63	.76
— 9.	mails suggestions to parents on how to help their children in school	3.16	.69
— 10.	attends at least one function held by local organizations (e.g., churches, community groups) to honor students for academic achievement	2.79	.79
— 11.	starts or helps to maintain an honors club	3.05	.78
— 12.	announces scholarship awards in letters to patrons	2.95	.71
— 13.	gets TV reporters to cover at least one academic event	2.68	.67
— 14.	writes an article on academic successes of students for the student newspaper	3.00	.67
— 15.	sends a list of high performing students (e.g. honor roll) to the newspaper for publication	2.95	.71
— 16.	announces student academic successes over the school PA system	2.95	.71
— 17.	receives a trophy for outstanding school achievement	2.63	.83
— 18.	writes to parents recognizing a student for outstanding achievement	3.42	.63
— 19.	calls students to the office for personal congratulations on academic achievements	3.32	.67

		M	<u>SD</u>
— 20.	praises students who are trying but not being outstanding academically	3.53	.61
— 21.	acknowledges students' academic accomplishments in informal settings	3.37	.49
— 22.	writes letters to students who performed well academically	3.37	.60
— 23.	visits special education classes to encourage the success of the students	3.47	.61
— 24.	personally awards a PTA scholarship	2.56	.62
— 25.	asks staff to name students who are improving in basic skills	3.16	.60
— 26.	uses standardized test in all grades to determine student academic performance	3.26	.81
— 27.	prepares a report comparing the school's test scores with the state's test scores	3.32	.75
— 28.	personally presents certificates of award for achievement at the end of each grading period	2.63	.60
— 29.	develops a support group for at least one academic program	2.94	.54
— 30.	provides diagnostic information to teachers at the beginning of the school year	3.63	.60
— 31.	provides group test scores to teachers at the beginning of the school year	3.26	.87
— 32.	speaks to the teachers about the goals of the school at the beginning of the year	3.74	.56

		<u>M</u>	<u>SD</u>
— 33.	provides the teachers with a list of goals for the school at the beginning of the year	3.79	.54
— 34.	evaluates teachers using student achievement as one criterion	3.42	.77
— 35.	observes a lesson in each teacher's classroom during the first semester	3.79	.54
— 36.	prepares a list by the end of the first semester of students who were not meeting their objectives	3.47	.70
— 37.	observes each teacher to determine the actual amount of teaching time students receive	3.79	.42
— 38.	prepares a grade distribution report after each evaluation period	2.63	.68
— 39.	speaks to the students about taking highly challenging courses	2.90	.74
— 40.	arranges for advanced work or special experiences for an outstanding student	3.32	.67
— 41.	encourages students to compete in academic contests	3.16	.77
— 42.	checks with each teacher to assess whether homework is being reviewed by the teacher	3.53	.61
— 43.	addresses the student body about the high academic standing of the school	3.32	.58
— 44.	identifies incoming students capable of going to college	2.74	.56
— 45.	distributes a copy of the homework policy to each teacher at the beginning of year	3.05	.78

		<u>M</u>	<u>SD</u>
— 46.	prepares a list of students with reasons why they dropped out of school	3.0	.82
— 47.	prepares a schedule for each student to discuss his/her academic program with a counselor	2.26	.56
— 48.	establishes with each teacher specific goals for increasing achievement scores in basic skills	3.84	.38
— 49.	reviews the circulation records of the library to determine how much library material is being used	2.95	.62
— 50.	checks student performance in classrooms to determine level of mastery	3.53	.61
— 51.	checks to assess the quality of lesson plans	3.79	.53
— 52.	checks to assess the quality of teachers' annual plans	3.84	.38
— 53.	encourages teachers to use whole-group instruction in reading	2.71	.77
— 54.	checks to assess whether grades are assigned by teachers on the basis of level of mastery	3.42	.61
— 55.	prepares a report of test scores by SES	3.06	.75
— 56.	distributes a summary of the school's test results to all faculty members	3.16	.77
— 57.	explains the school's test results at a faculty meeting	3.47	.70
— 58.	uses the school's test results to modify an instructional program	3.79	.54
— 59.	explains the school's test results at a community meeting	3.11	.66

		<u>M</u>	<u>SD</u>
— 60.	evaluates student progress on instructional objectives using criterion referenced tests	3.37	.60
— 61.	analyzes test results at each grade level	3.53	.70
— 62.	compares the school's test scores with the district's	3.21	.79
— 63.	uses item analysis of testing program to analyze strengths and weaknesses of curriculum	3.74	.56
— 64.	uses item analysis of testing program to analyze strengths and weaknesses of students by class	3.37	.83
— 65.	uses item analysis of testing program to analyze strengths and weaknesses of individual students	3.68	.58
— 66.	distributes the school's testing schedule to all students	2.74	.65
— 67.	distributes the school's testing schedule to all parents	2.26	.73
— 68.	conducts a follow-up of previous year's graduates	3.16	.77
— 69.	reviews teacher progress at mid-year in carrying out plans for teaching grade-level skills	3.63	.60
— 70.	checks all students' progress on grade-level skills at end of year	3.53	.84
— 71.	publishes the school's test scores in the local newspaper	2.58	.69
— 72.	supervises a test preparation activity for all students	3.11	.66
— 73.	collects a sample of each student's written work for evaluation	2.95	.91

		<u>M</u>	<u>SD</u>
___ 74.	provides an inservice for the faculty describing the testing instruments	3.32	.67
___ 75.	provides an inservice for the faculty explaining how the test data is to be used to improve student performance	3.74	.56
___ 76.	checks each teacher's system of recording student progress	3.32	.75
___ 77.	establishes an achievement goal for the school for students' mastery of basic skills	3.68	.48
___ 78.	discusses with the faculty the school's current achievement results and the school's achievement goal	3.90	.32
___ 79.	conducts a special assembly for students--to announce the school's achievement goal	3.00	.58
___ 80.	conducts a special meeting for parents--to announce the school's achievement goal	2.90	.66
___ 81.	demonstrates a teaching strategy at one or more faculty meetings	3.58	.61
___ 82.	teaches a lesson using a particular teaching technique	3.42	.69
___ 83.	attends <u>all</u> inservice programs conducted for teachers	3.53	.61
___ 84.	assigns an effective teacher to another teacher who needs help	3.32	.67
___ 85.	teaches a demonstration lesson for a teacher	3.63	.50
___ 86.	plans a model lesson for a teacher's class	3.42	.61
___ 87.	personally reviews with all teachers annual instructional plan	3.95	.23

		<u>M</u>	<u>SD</u>
— 88.	personally reviews all daily lesson plans with teachers	3.58	.61
— 89.	works with a teacher to improve instructional objectives	4.00	.00
— 90.	works in all new teacher's classes to organize learning activities	3.74	.45
— 91.	works in a teacher's class to experiment with increasing time students are engaged in learning	3.74	.45
— 92.	works in a teacher's class to demonstrate examples of improved guided practice	3.42	.69
— 93.	demonstrates a technique for a teacher on how to engage a student in learning	3.63	.60
— 94.	demonstrates classroom management techniques for new teachers	3.58	.61
— 95.	presents at an inservice meeting one characteristic of the effective schools research	3.32	.58
— 96.	works in a new teacher's classroom to improve differentiated instructional techniques	3.53	.51
— 97.	demonstrates examples of meaningful homework assignments for new teachers	3.53	.61
— 98.	demonstrates a motivational technique for new teachers	3.47	.51
— 99.	supports a teacher's request for an inservice program	3.63	.68
— 100.	supports a teacher in a dispute with parents	3.37	.90
— 101.	requests a teacher to take a particular course to improve instructional performance	3.37	.60

		<u>M</u>	<u>SD</u>
___	102. assists a teacher in developing a plan for improvement	3.84	.38
___	103. hires a consultant to give individual attention to a teacher needing help	3.21	.71
___	104. hires a consultant to provide a specific program of inservice for teachers	3.21	.71
___	105. sends a teacher a specific article on instructional improvement	3.42	.61
___	106. advises a new teacher about how the community feels about discussing social problems in class	3.21	.71
___	107. visits each teacher's class at least one time each school year	3.42	.96
___	108. visits each teacher's class during each period during each school year	3.37	.90
___	109. compliments a teacher on his/her knowledge of subject matter	3.42	.69
___	110. recognizes a teacher with a handwritten note for teaching an excellent lesson	3.84	.50
___	111. recognizes the excellent quality of a teacher's lesson plans with a handwritten note	3.58	.61
___	112. commends a teacher for an excellent demonstration of teaching to objectives	3.95	.23
___	113. commends a teacher for teaching from bell to bell	3.84	.50
___	114. gives each teacher written feedback on each class visited	3.74	.65
___	115. commends a teacher's thoroughness in checking students' understanding of the lesson	3.68	.58

		<u>M</u>	<u>SD</u>
___	116. assists a teacher in scoring criterion referenced achievement tests	3.05	.62
___	117. demonstrates techniques to adjust instruction for new teachers	3.53	.61
___	118. demonstrates how to provide closure to a lesson for new teachers	3.53	.51
___	119. schedules a specific time for teachers to visit the principal to discuss instructional problems	3.53	.77
___	120. commends a teacher for positive, business-like classroom atmosphere	3.68	.58
___	121. meets each teacher's needs for instructional supplies	3.58	.69
___	122. supports each teacher having student discipline problems	3.60	.60
___	123. commends teachers in writing for sponsoring instructional related cocurricular activities	3.37	.76
___	124. commends teachers publicly for positive support of the student evaluation system	2.95	.78
___	125. explains rules of student conduct to students at the beginning of school	3.68	.58
___	126. explains rules of student conduct to parents at the beginning of school	3.37	.60
___	127. is visible in all parts of the building	3.68	.58
___	128. eats lunch with students in the cafeteria	3.00	.67
___	129. personally confronts students who are misbehaving	3.79	.42

		<u>M</u>	<u>SD</u>
___	130. talks with students in corridors	3.37	.68
___	131. distributes the code of conduct handbook to students	3.50	.79
___	132. distributes the code of conduct handbook to parents	3.37	.76
___	133. posts the attendance policy on bulletin boards	2.68	.82
___	134. calls student's home after two absences	2.84	.83
___	135. provides a consultant-in-service for school staff on how to deal with disruptive students	3.16	.83
___	136. develops a counseling program for troubled students	3.53	.51
___	137. commends students in school newsletter for desirable behavior at a school assembly	3.37	.68
___	138. enforces the rules of the school with in-school suspension	3.21	.71
___	139. establishes a committee of teachers to evaluate classroom interruptions	3.26	.87
___	140. preplans intercom interruptions	3.37	.83
___	141. enforces rules that discourages classroom interruptions	3.79	.54
___	142. explains the policy at the beginning of the year regarding classroom interruptions	3.63	.68
___	143. distributes a copy of the policy to students regarding classroom interruptions	3.16	.77
___	144. distributes a copy of the policy to parents regarding classroom interruptions	3.16	.90

		<u>M</u>	<u>SD</u>
___	145. assigns teachers clerical assistance for administrative tasks	2.84	.96
___	146. schedules specific times for parents to visit teachers	3.47	.70
___	147. explains the policy for allocation of instructional resources to teachers	3.37	.75
___	148. distributes a copy of the policy for allocation of instructional resources to all teachers	3.26	.73
___	149. provides an allotment for each teacher to purchase needed instructional supplies	3.53	.70
___	150. surveys teacher needs in identifying resources necessary to reach instructional objectives	3.63	.50
___	151. establishes a steering committee to plan the school calendar	3.21	.71
___	152. mails parents a list of questions to ask teachers at the parent/teacher conference	2.68	.82
___	153. conducts an annual survey to get feedback on instruction from parents	3.10	.81
___	154. schedules a definite time to talk with parents of students having problems	3.58	.61
___	155. distributes a guide for parents to help students with studies at home	3.11	.46
___	156. is a member of a local civic club	2.63	.83
___	157. communicates results of district meetings to the staff	2.37	.68
___	158. follows through on teacher suggestions and reports back to teachers	3.74	.45

		<u>M</u>	<u>SD</u>
—	159. schedules time for teachers to share ideas from conferences and meetings	3.53	.51
—	160. publishes a monthly instructional bulletin to staff	3.16	.83
—	161. visits student's home to talk with parents	3.62	.73
—	162. allows teachers to participate in developing the staff development plan	3.79	.42
—	163. hosts a year end party for staff and spouses	2.63	.96
—	164. attends faculty functions outside of school	2.68	.89
—	165. publishes a handbook of courses for students and parents	3.21	.92
—	166. publishes a monthly instructional bulletin to parents	2.84	.83
—	167. reviews report cards	3.19	.83
—	168. counsels with parents regarding helpful pupils at home	3.25	.58
—	169. assists teachers in developing units of instruction to teach objectives	3.79	.42
—	170. assists teachers in development of criterion referenced tests	3.11	.74
—	171. chairs the committee that develops the school's remedial program	3.26	.65
—	172. assesses effectiveness of remedial programs	3.84	.38
—	173. assists teachers in identification and placement of special education pupils	3.37	.60

		<u>M</u>	<u>SD</u>
___	174. participates in meetings of child study committees	3.26	.56
___	175. participates in eligibility and IEP meetings	3.42	.61
___	176. reviews cumulative records	3.32	.58
___	177. meets with teachers at grade level/departmental level	3.84	.38
___	178. assists teachers to develop plans for classroom management	3.53	.51
___	179. assists teachers in developing criteria for retention/promotion	3.53	.61
___	180. assists teachers in correlating objectives of textbooks, norm references tests and mandated objectives	3.84	.38
___	181. assists teachers in sequencing objectives	3.32	.58
___	182. involves parents and community members in development of a plan for improvement of instruction	3.74	.45
___	183. involves teachers in development of a plan for the improvement of instruction	3.95	.23
___	184. monitors implementation of the plan for improvement of instruction	3.95	.23
___	185. evaluates the plan for improvement of instruction	3.95	.23
___	186. assists teachers in developing courses of study	3.58	.51
___	187. involves teachers in budgeting for instructional materials	3.68	.48
___	189. schedules assemblies that meet the goals of the school	3.68	.48

		<u>M</u>	<u>SD</u>
___ 190.	assists media specialist with identifying needs and priorities for materials and equipment	3.32	.67

Please list other behaviors that you believe reflect effective instructional leadership of a principal a great deal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**APPENDIX G. FOLLOW-UP LETTER TO PRINCIPALS**

VIRGINIA TECH

College of Education/AES Division  
University City Office Building  
Blacksburg, VA 24061

October 20, 1987

Dear

If you have not completed and returned the questionnaire that we sent you on October 5, 1987, which pertains to instructional leadership of principals in Virginia, would you please take a few minutes and fill out the extra copy we have enclosed? Your participation is needed for the successful completion of this study.

Please complete the questionnaire, staple it closed, and mail it to us as soon as possible.

Your assistance with this study is sincerely appreciated.

Very truly yours,

Charles S. Thomason

David J. Parks  
Associate Professor

Enclosure

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**The two page vita has been  
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