To the Graduate Council:

I am submitting herewith a dissertation written by Snowden C. Carruthers entitled "A Study of the Instructional Leadership Role of Southern Secondary School Principals as Perceived by Selected Secondary School Principals and Teachers." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

Jerry J. Bellon, Major Professor

We have read this dissertation
and recommend its acceptance:

John R Ray

W G Murphy

Roger W. Haskell

Accepted for the Council:

L Evans Tech

Vice Chancellor
Graduate Studies and Research

D

A STUDY OF THE INSTRUCTIONAL LEADERSHIP ROLE OF SOUTHERN SECONDARY SCHOOL PRINCIPALS AS PERCEIVED BY SELECTED SECONDARY SCHOOL PRINCIPALS AND TEACHERS

A Dissertation

Presented for the

Doctor of Education

Degree

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ABSTRACT

The purpose of this study was to identify and analyze perceptions of secondary school principals and teachers in the southern United States concerning selected aspects of the principal's role as instructional leader of the school staff. In this study, instructional leadership was defined as those activities of the principal which encompass curriculum development, instructional planning, instructional supervision, and instructional evaluation. Specifically, this study attempted to determine the principal's perceived role in each of these activities.

Data concerning the perceptions of secondary school principals and teachers during the month of February, 1977, were secured by means of a survey instrument. Fifty-nine principal and 2,969 teacher instruments were distributed to 59 participating schools in the 11 southern states in which the Southern Association of Colleges and Schools serves as the accrediting agency. Eighty-seven percent (52) of the principal and about 70% (2,075) of the teacher instruments were returned and judged as usable. The data were summarized and analyzed in a variety of combinations. The chi-square statistical technique was used in testing for significant difference. The .05 confidence level was chosen for use in this study.

Personal data characteristics of sex, age, educational background, and total years teaching experience were used. Descriptive data concerning school classification, organization, and location were also used to analyze responses.

An analysis of the returned instruments provided the basis for the following conclusions:

1. Neither the size of the school nor the state in which the school is located influences the perceptions of principals and teachers concerning the amount of instructional leadership exhibited by the principal.

2. Principals tended to perceive themselves as providing instructional leadership more often than teachers perceived the principal as providing this leadership.

3. The sex of the principal had no influence on how the principal perceives his/her leadership behaviors. However, the sex of the teacher is related to the teacher's perceptions toward a particular instructional leadership behavior.

4. The age of the principal or teacher may make a difference in how the behavior is perceived as being exhibited by either group.

5. The level of educational attainment may influence the way in which both principals and teachers perceive the actions of the principal in all areas of instructional leadership.

6. The total years of teaching experience for principals has no influence on the principal's perceptions of self as an instructional leader. This does not apply to teachers whose perceptions may be influenced by total years of teaching experience.

7. The type of community (Inner City, Rural, Small Town, Suburban) in which the school is located may influence the perceptions of

both principals and teachers toward the perceived role of the principal as an instructional leader.

8. There is little difference in how principals and teachers perceive the principal's role in public, private, and church affiliated schools.

9. The school organization (7-12, 9-12, 10-12, or other combinations) has no influence on the perceptions of principals and teachers concerning the instructional leadership behaviors of the principal.

10. It appears that the perceptions of principals and teachers are far apart on the principal's perceived role as instructional leader of the school staff.

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CHAPTER I

INTRODUCTION

The conception of the secondary school principal's role as instructional leader of his staff permeates the educational literature. Brieve stated that "A principal is and must be an instructional leader. He is the single most important individual in influencing the instructional program of his school."[1] Stewart also emphasized that the one most important function of the principal was supervision of instruction. All his other duties should be preliminary to, and should contribute to, his primary function of instructional leadership.[2]

Of all the administrative officials in the complex bureaucracy that manages public school systems in the United States, few have at their command greater potentialities for directly influencing the type and quality of instruction young people are to receive than has the school principal. This position of formal leadership has provided the opportunity to motivate staff and to improve its standards and performance in teaching. It has allowed him to offer advice in their efforts to deal with classroom problems; make their meetings important

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[1]Fred J. Brieve, "Secondary Principals as Instructional Leaders," NASSP Bulletin, 56 (December, 1972), p. 11.

[2]Gordon Stewart, "The Principal's Efficiency as an Instructional Leader," The Virginia Journal of Education, 60 (February, 1967), p. 6.

and stimulating educational experiences; maximize the different skills of his teachers; and help them grow in their competencies.[3]

It is also true that teachers have certain perceptions of the role the principal is exhibiting or is not exhibiting as the instructional leader of his staff. These perceptions may greatly affect the teaching-learning environment which exists. A 1971 study by Gorton Dick showed that of the four potential sources of instructional leadership, which include the principal, department heads, teaching colleagues, and members of the central office staff, teachers perceived the principal as possessing the least degree of expertise for helping with instructional problems.[4] Therefore, it seems apparent that any study dealing with the instructional leadership exhibited by the secondary school principal also should look to the teacher for feedback.

So far, it has been established that most educational literature admonishes the principal to provide instructional leadership for the staff, because the principal is the closest executive to the central teaching and learning functions of the school. In an attempt to determine how well this role is being accomplished, this study examined the

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[3]Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools: A Sociological Survey (New York: John Wiley and Sons, Inc., 1965), p. 1.

[4]Gorton Dick, "The Importance of Administrator Expertise in Instructional Leadership," (paper presented at the American Educational Research Association Annual Meeting, New York, New York, February 4-7, 1971).

instructional leadership which both secondary school principals and faculty members perceived the principal as exhibiting. It also made recommendations for improvement in selected areas.

I. STATEMENT OF THE PROBLEM

The primary purpose of this study was to identify and analyze perceptions of secondary school principals and teachers in the southern United States concerning selected aspects of the principal's role as instructional leader of the school staff. Specifically, the study attempted to determine the principal's perceived role in (1) curriculum development, (2) instructional planning, (3) instructional supervision, and (4) instructional evaluation.

II. QUESTIONS

The study attempted to answer the following questions:

1. How do secondary school principals and teachers in the South perceive the role of the secondary school principal in curriculum development activities?

2. How do secondary school principals and teachers in the South perceive the role of the secondary school principal in instructional planning activities?

3. How do secondary school principals and teachers in the South perceive the role of the secondary school principal in instructional supervision activities?

4. How do secondary school principals and teachers in the South perceive the role of the secondary school principal in instructional evaluation activities?

5. What similarities exist between the perceptions of principals and teachers?

6. What discrepancies exist between the perception of the principals and teachers?

7. What activities may be employed to close the gaps which exist between the perceptions of the principals and teachers?

III. IMPORTANCE OF THE STUDY

Several conditions verify the importance of this study. One is the on-going effort to generate data concerning actual instructional leadership of the staff which secondary school principals are exhibiting. These data have special importance if one agrees with Stewart's statement that the principal's primary concern must be the instructional program of the school.[5]

A number of professional educators have recently been questioning the feasibility and wisdom of directing the principal's primary emphasis toward the improvement of instruction. In her 1972 examination of the problem, Bagby stated that:

> In most school systems, the principal views himself as the instructional leader of his own staff. Observation of the actual expenditure of his time and efforts will often deny that this is his major function, however. . . . In most cases his

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[5]Stewart, p. 6.

> training and experience have not fashioned instruction into his prime forte; and he rationalizes the primacy and priority of reports, unending paper work, discipline, custodial supervision, and cafeteria orderliness.[6]

While both sides of this issue have been extensively discussed, few studies have been done to provide data which would support either side of the issue. This study added to the limited amount of information concerning instructional leadership behavior presently available. Baseline data were collected which could be used as a basis for future studies.

The results of this study may also have significance in the area of professional training for secondary school administrators. Many of the writers who expressed doubts about the quality of instructional leadership exhibited by principals placed much of the blame on the administrators' lack of training in sound curriculum and instruction practice. This question of sound training also has implications which may suggest an examination of the course requirements and experiences necessary for administrative certification.

IV. ASSUMPTIONS

The assumptions basic to the study were:

1. The responses of the population to the instrument were honest and accurate within the limits of their perceptions.

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[6]Geraldine Bagby, "Help Wanted: Instructional Leadership," NASSP Bulletin, 56 (November, 1972), pp. 40-41.

2. The constructed instrument was a valid survey of personal data and perceptions of the principal's role as the instructional leader.

3. The secondary principal's perception of his role as instructional leader affects the practices which he employed in his school.

V. LIMITATIONS

1. The scope of this study was limited to an appraisal of specific role perceptions for instructional leadership of secondary school principals of selected schools in the South.

2. The study was further limited as the analysis was based on only those perceptions reported by secondary school principals and secondary school classroom teachers in the South.

3. The respondents' perceptions of instructional leadership must be accepted as accurate; however, it should be recognized that perceptions may vary and concepts of instructional leaders may vary from school to school or state to state.

VI. DEFINITION OF TERMS

Curriculum development: That aspect of the principal's behavior pattern directed toward providing leadership to teachers and other educational workers in the designing or redesigning of the school curriculum; including the development of specifications indicating what is to be taught, by whom, when, where, and in what sequence or pattern.

Instructional evaluation: That aspect of the principal's behavior pattern directed toward providing leadership to teachers and other educational workers in the assessment of learning activities within a specified instructional area. The purpose is to determine the validity of objectives, relevance and sequence of the content, and achievement of specified goals. It leads to decisions associated with planning, programming, implementing, and recycling program activities.

Instructional leadership: For the purposes of this study, instructional leadership is defined as those activities of the principal which encompass curriculum development, instructional planning, instructional supervision, and instructional evaluation.

Instructional planning: That aspect of the principal's behavior pattern directed toward providing leadership to teachers and other educational workers in planning a group of activities, studies, experiences, or leadership roles which are planned deliberately to meet the educational needs of pupils or students.[7]

Instructional supervision: That aspect of the principal's behavior pattern directed toward providing leadership to teachers and other educational workers in the improvement of instruction. It evaluates current action while in progress and assures that execution is

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[7]K. T. Collins, L. W. Downes, S. R. Griffiths, and K. E. Shaw, Key Words in Education (London, England: Longman Group, Ltd., 1973), p. 53.

taking place in accordance with plans and instructions for improvement of the instructional program.

Perception: An immediate or intuitive cognition or judgment, often implying nice observation or subtle discrimination.[8]

Secondary school: The school division following the elementary school comprising most often grades nine through 12 or 10 through 12.[9]

Secondary school principal: An administrative and supervisory officer in charge of a high school.[10]

Southern: For purposes of this study, southern was defined as those 11 states in which the Southern Association of Colleges and Schools serves as the accrediting agency.

VII. PROCEDURES

The investigation was conducted as a field study utilizing the perceptions of secondary school principals and teachers in the 11 southern states where the Southern Association of Colleges and Schools serves as the accrediting agency.

The population consisted of public and private secondary schools that held membership in the Secondary Commission of the Southern Association. The schools were randomly selected on the basis of size

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[8]Webster's New Collegiate Dictionary (Springfield, Massachusetts: G. and C. Merriam Company, 1960), p. 624.

[9]Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1973), p. 281.

[10]Ibid., p. 436.

and geographic location. Once the schools had been selected, the principals were contacted and asked to participate in the study.

Since no appropriate instrument appeared to be in existence, an instrument was developed following a review of the literature on instructional leadership. The questions were submitted to professionals in the area of curriculum and instruction for their opinions on appropriateness. They were then field tested with groups of teachers and principals who were similar to the sample used in the study. The instruments were then refined and printed.

The completed instruments were disseminated to the faculty contact person in each of the schools which had agreed to participate. The completed forms were returned in bulk to the researcher.

Data from the instruments were coded and transferred to punched cards for computing and analyzing. Similarities and discrepancies in perceptions were noted and recommendations for bridging these gaps were suggested.

VIII. ORGANIZATION OF THE STUDY

Chapter I of the study contains an introductory statement, the statement of the problem, the questions to be answered, the importance of the study, assumptions, limitations, definition of terms, procedures, and organization of the study. Chapter II consists of a review of selected literature which the investigator felt was relevant to the study. Chapter III provides a description of the theoretical implementational procedures of the study and a description of the instrument

used. It includes a discussion of the subjects, the instrument, and the procedures for collection and analysis of the data. Chapter IV presents an analysis of the data and a report of the findings and results. Chapter V includes the conclusions of the study, a summary of the data, presentation of the findings, and recommendations for improvement.

CHAPTER II

REVIEW OF RELATED LITERATURE

Due to the constantly changing expectations for the secondary school principal, the literature reviewed in this chapter was selected to (1) show the principal's role as it first evolved, (2) emphasize how the principal had been expected to be an instructional leader, and (3) describe the current status of research and literature concerning the principal as instructional or administrative leader of his staff.

I. THE PRINCIPAL'S ROLE IN HISTORICAL PERSPECTIVE

Although little historical evidence is available as to when the school principal emerged as a leader of the local school, it does indicate that large city systems had principal teachers, head teachers, or headmasters during the first half of the nineteenth century.[11] Their duties were largely limited to discipline, routine administrative acts and grading of pupils in the various rooms.[12] According to Gross and Herriott, they were expected to carry out regular teaching assignments in addition to performing limited administrative duties as the local

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[11]Gross and Herriott, p. 2.

[12]Paul R. Pierce, The Origin and Development of the Public School Principalship (Chicago: University of Chicago Press, 1935), p. 12.

representative of the superintendent of schools.[13] As schools increased in number and size and organizational problems became more complex, superintendents released principal teachers from part of their classroom duties so they might devote more time to administration. This happened in Boston as early as 1857. A teacher known as the "head assistant" took charge of the principal's class at these times.[14]

It was during the latter part of the nineteenth century that administrative responsibilities of principals in large cities changed from routine and clerical duties to the overall management of the schools. The principal became the directing manager rather than the presiding teacher of the school.[15]

By 1900 the powers of the principal had increased substantially. He could insist that pupils meet his standards before they could graduate. He was recognized as the formal and sole intermediary between the teachers and the higher administration. It was during this era that the principal was given the right to direct teachers, enforce safeguards to protect the health and morals of pupils, supervise and rate janitors, require the cooperation of parents, and requisition educational supplies. He became clearly recognized as the responsible

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[13]Gross and Herriott, p. 2.

[14]Pierce, p. 15.

[15]Ibid., p. 211

administrative head of the school.[16] It was stated by Gross and Herriott that:

> As the principalship developed into a full time administrative job, and as principals became recognized as the officials responsible for the internal management of their schools, the attention they gave to the instructional program also tended to increase. They were expected to carry out the supervisory policies of the official responsible for the overall management of the educational system, the school superintendent, and to coordinate learning activities of their school.[17]

They were encouraged by the superintendent to maintain a uniformity of progress, to develop courses of study, to specify teaching methods, to know what went on in every class at every hour, and to administer examinations and inspection of students.[18]

It became apparent in the cities that the principals had become well entrenched in the administrative framework, and they were being held accountable for the conduct of their schools. They were line officers directly responsible to the central administration for carrying out its administrative and instructional policies.[19]

From 1895-1910, principals were especially slow to take advantage of the opportunities for professional leadership which were granted them. Except for sporadic cases, they appeared content to rest on the point

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[16]Ibid, p. 211.

[17]Gross and Herriott, p. 3.

[18]Pierce, p. 214.

[19]Gross and Herriott, p. 3.

of view that the principalship had become well established. The majority of them appeared satisfied to attend to clerical and routine matters, and they exerted little leadership for their faculties. Pierce stated that principals were content to use rule of thumb procedures in dealing with the supervision of instruction. Principals' associations, for the most part, were more concerned with administrative phases of the principal's work and with welfare features of the position.[20]

A few administrators took advantage of the opportunities for leadership offered by the principalship. However, the major impetus toward a new conception of their job came with the formation of the National Association of Elementary Principals in 1921. The studies and publications of the association from the outset stressed the responsibility of the principal to offer leadership to his staff.[21] The association urged principals to place greater emphasis on leadership of the instructional program and less on the routine and purely housekeeping facets of their work. They were encouraged to work closely with their staffs to improve the quality of teaching and the curriculum.[22]

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[20]Pierce, p. 21.

[21]Ibid., p. 24.

[22]Gross and Herriott, p. 4.

In their 1942 book, The Teacher and Educational Administration, Reavis and Judd asserted that the tendency in most town and city school systems was to regard the principal as the intellectual leader of his school and to hold him responsible for the professional improvement of his teachers.[23] The staff leadership role was also stressed in the 1948 yearbook of the Department of Elementary School Principals of the National Education Association. The dominant theme was expressed in the following excerpt:

> Supervision is no longer direction and inspection. Supervision has become leadership in the inservice professional development of classroom teachers. . . . Organization for supervision thus becomes the organization for the inservice professional development of teachers; the chief function of supervision becomes "teacher development;" and the techniques of supervision consist largely of teacher education procedures.[24]

This emphasis placed on the leadership role of the principal is also evident in textbooks on educational administration. Reaves emphasizes that there is no greater test of leadership on the part of a principal than his positive influence on the professional growth of his teachers. If he is accepted by his teachers merely as a school executive and not as a professional leader, he cannot be regarded as a successful principal.[25] A similar position was expressed by Spain, Drummond,

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[23]William C. Reavis and Charles H. Judd, The Teacher and Educational Administration (Boston: Houghton Mifflin Company, 1942), p. 333.

[24]"The Elementary School Principal - Today and Tomorrow," Twenty-Seventh Yearbook, The National Elementary Principal, Department of Elementary School Principals, National Education Association (1948), p. 271.

[25]William C. Reaves, et al., Administering the Elementary School (New York: Prentice-Hall, 1953), p. 303.

and Goodlad in their statement:

> The elementary school principal holds a key position in the improvement of the professional staff. He is the acknowledged and appointed status leader. Whether he wants to or not, he will discover that among his most important functions are those related to "teaching teachers." Whether the school becomes a challenging educational enterprise or a dull and dreary place for children depends not so much upon what is there at the outset of his effort as upon the quality of leadership he provides for the staff.[26]

II. THE PRINCIPAL AS INSTRUCTIONAL LEADER

Hardly a journal article or a new book was written which did not encourage the secondary school administrator to devote most of his time to the improvement of instruction.[27] Riggs noted that in most textbooks on educational administration and articles concerning the role of the secondary school principal, the writers had emphatically pointed out that the primary concern of the principal should be curriculum upgrading.[28]

Gordon Stewart is quoted as describing the principal in the following manner:

> The principal must have executive ability - the ability to administer, to plan, to coordinate, to supervise, and in short, to lead. His true function is educational leadership. . . . His primary concern is, and must be, the instructional program of the school.[29]

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[26]Charles R. Spain, Harold D, Drummond, and John I. Goodlad, Educational Leadership and the Elementary School Principal (New York: Rinehart and Company, 1956), pp. 69-70.

[27]John M. Jenkins, "The Principal: Still the Principal Teacher," NASSP Bulletin, 56 (February, 1972), p. 32.

[28]Norman D. Riggs, "Organization for Instruction," The Clearing House 44 (September, 1969), p. 45.

[29]Stewart, p. 18.

He goes on to state that every writer he has read on the principalship stated that the one most important function of the principal is supervision of instruction.[30] In a similar vein, Brieve emphasized that the principal was the single most important individual in influencing the instructional program of his school.[31]

It has often been said that as the principal goes, so goes the school. If he sees his main job as a manager of things, or one who lays down the law, the school recognizes that details and rulings are of high importance. If he regards his role as that of instructional leader of the school, teachers and students will consider instructional improvement.[32]

Conant made the general point that the difference between a good school and a poor school was often the difference between a good and a poor principal.[33] His statement was based primarily on the concept of leadership of the principal in the school instructional program. He viewed such leadership as involving the effective utilization of staff in relationship to the needs of the youngsters his school was serving.

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[30]Ibid., p. 20.

[31]Brieve, p. 11.

[32]Ellsworth Tompkins, "The Principal's Role in School Improvement," NASSP Bulletin, 49 (October, 1965), p. 2.

[33]James B. Conant, Education in the Junior High Years (Princeton, New Jersey: Educational Testing Service, 1960), p. 37.

Descriptions of Instructional Leadership

Instructional leadership has been described in a great number of different ways. The following excerpts were attempts to define and describe this leadership and the type of person needed to provide these services.

In his "Strategies for Instructional Leaders," Frank Gerhardt defined instruction as an elusive term applied broadly to the application of the findings of the social and behavior sciences to changing behavior. He also defined leadership as the using of techniques in supporting a broad strategy.[34]

It was pointed out by Morley that the ideal and most successful instructional leader combined the personal integrity of the psychotherapist, the sensitivity of the superior teacher, the people-oriented and task-oriented creativity of the best administrator, and the unifying perspective of the philosopher.[35] He went on to state that given these perceptions, he could grasp the essential problem to be solved, perceive the most viable alternative solutions, help appropriate persons formulate the long-term as well as the immediate goals to seek, and maintain the personal strength and self-direction to see the process through to a solution momentarily satisfying to a majority of all persons involved.[36]

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[34]Frank Gerhardt, "Strategies for Instructional Leaders," Educational Leadership, 26 (January, 1969), p. 359.

[35]Franklin J. Morley, "Becoming an Instruction Leader," Educational Leadership, 29 (December, 1971), p. 240.

[36]Ibid., p. 240.

Morley went on to list four elements which were found in good measure in the perceptions of the effective instructional leader. Included among these elements were perceptions of self-acceptance and self-insight like those of the adaptive-type, self-actualizing personalities hypothesized by Maslow and others; more sensitivity than others to signals of potential in human beings and more positive orientation to auspicious occasions for upgrading the human conditions; an open, positive preconception for other people in general which allows him to relate deftly and comfortably with persons of varying talents, tendencies, and temperaments; a broad and deep perspective of the unifying ideas and universal processes that make man and his environment appear as one whole dynamic phenomenon.[37]

Several general personal and professional traits were seen as characteristic of the instructional leader. In terms of personal traits, the effective instructional leader should be: an adventurer in search of self-actualization; a friendly reinforcer of individual personal growth and professional development in other persons; a liberally educated, well-informed scholar; an organizer of productive social systems; a cooperative colleague in professional endeavors; and an enthusiastic liaison between school and community services.[38] Morley went on to describe several professional attributes which he deemed as necessary for an instructional leader. These attributes included:

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[37]Ibid., pp. 239-240.

[38]Ibid., p. 240.

1. A diagnostician, advisor, and evaluator of effective working (learning) styles.
2. An analyzer and inventor of learning environments, including attention to staffing, facilities, equipment, materials, and activities.
3. A coordinator of supporting services within the school district, the local community, and more remote areas.
4. An astute and adept manager of multiple calendars, those related to functional cycles as well as those related to the natural chronology of hours, days, weeks, months, and years.[39]

Lipman suggested that the principal who makes it his first concern to improve the quality of teaching in his school must make himself a perceptive student of the social forces in which the school operates, as well as of the major disciplines and the relevant educational theory. He must be responsible for maintaining a climate conducive to change and innovation, a climate to encourage the view of education as a never static growing process. He must keep the lines of communication open between himself and teachers who will increasingly expect and deserve to be respected as professional peers.[40]

As the staff leader of the school, the principal must fulfill different roles of leadership--sometimes the role of status leader, often the role of peer, frequently the role of discussion leader, and sometimes the role of follower. In each role, however, he has to make it exceedingly clear that staff members are free to question and offer alternative suggestions.[41]

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[39]Ibid., pp. 240-241.

[40]Harold J. Lipman, "Instructional Leader or Administrative Robot," NASSP Bulletin, 56 (April, 1972), p. 21.

[41]Tompkins, pp. 2-3.

As the curriculum or instructional leader, the building principal should have insight into the needs of his staff, of his students, and of the community his building serves. It is true that the building principal cannot be a technical consultant in each subject area, or have had first-hand experience with the numerous organizational patterns in use; however, he should be familiar with the general purposes and nature of the school program.[42] McNally and Dean are quoted as saying that the principal must know the program as a physician knows anatomy. He should know its objective, content, scope, organization, and sequence, as well as the rationale underlying those features. He should be acquainted with the strengths and weaknesses of various programs and methods, with the characteristics of good instructional methods and materials, and with effective ways of bringing about improvement in them.[43] While expressing a similar viewpoint, Weischadle states that:

> With priorities clearly focused on instruction, specifically tied to the needs of the youngsters in the school, exactly pinpointing the principal's role, and circulated within and outside the system, the principal has a responsible foundation upon which to question, re-route, delay, or otherwise dispose of the "administrivia."[44]

It is clear that the most significant factor in encouraging curriculum change is the behavior that the principal employs in his

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[42]Milton Meiskin, "The Elementary Principal and His Curriculum Leadership," Education, 89 (February-March, 1969), p. 229.

[43]Harold J. McNally and Stuart Dean, "The Elementary School Principal," in Preparation Program for School Administrators. Edited by Donald Leu and Herbert Redman. (East Lansing, Michigan: Michigan State State University, 1963), p. 117.

[44]David Weischadle, "The Principal: Receiving a Waning Educational Role," The Clearing House, 48 (April, 1974), p. 452.

relationship with the other staff members.[45] Within the framework established by the state, the local board, and district policy, he has the responsibility to work with classroom teachers to refine, innovate, and implement the objectives of the curriculum.[46]

It seems logical that principals should use the staff as advisors and sharers in the responsibility of changing and innovating existing curriculums, organizations, and teaching strategies.[47] According to Hatch, the principal must be in the forefront of recommending and pushing for many of the improvements in the teaching-learning environment which teachers are legitimately asking for today.[48]

The principal must realize that what he does speaks more loudly than what he abstracts. If the rhetoric signals the principal as the instructional leader of his school, the reality must coincide with the abstraction for the term to be valid.[49]

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[45]Jan Wayne Jacobs, "Leader Behavior of the Secondary School Principal," NASSP Bulletin, 49 (October, 1965), p. 13.

[46]Meiskin, p. 228.

[47]Ibid., p. 230.

[48]Terrance E. Hatch, "The Principal's Role in Collective Negotiations," NASSP Bulletin, 55 (December, 1971), p. 38.

[49]Jenkins, p. 32.

Commitment to Instructional Leadership

The principal as instructional leader must contrast sharply with the principal as business manager. For the principal to be a leader of instruction, he must make a major commitment of time and be willing to cultivate new skills.[50]

Jenkins stated that if the principal is not devoting 70 or 80% of his time to the improvement of instruction, or related acts, then it is time he consider changing his image.[51] According to Stewart, the non-teaching principal should divide his time approximately as follows: 55% to supervision of instruction, 25% to administration, 10% to public relations, 6% to clerical work, and 4% to other duties.[52]

Educational writers agree that the principal must organize his time and duties, and that a general schedule establishing time allotments for types of essential activities is necessary.[53] Brieve divided these essential duties into four categories: administrative, supportive, coordinating, and initiating.[54]

Weischadle built on Brieve's categories and went on to list some other clearly defined leadership functions of the principal. Included

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[50]Lipman, p. 21.

[51]Jenkins, p. 33.

[52]Stewart, p. 19.

[53]Ibid., p. 19.

[54]Brieve, p. 11.

in these functions were: (1) instruction, (2) curriculum, (3) management, (4) community relations, and (5) staff relations.[55]

If a principal is totally committed to becoming an instructional leader, Jenkins suggested several immediate steps which he believed might be helpful. Among these suggestions were:

1. Build a daily schedule of events which outline how you will spend your day.
2. Keep a log of your daily activities with appropriate reflections.
3. Build into your daily schedule sufficient time for teachers to see you on a first come, first serve basis.
4. Get out of your office and into the school proper, where the action is.
5. Invite yourself to meetings of teaching teams and departments. Reflectively listen to what teachers are saying.
6. Devote at least one faculty meeting per month to information about what is happening in the respective instructional areas.
7. Don't allow yourself to get trapped in your office with tasks that can be better done by someone else.
8. Be responsive to people. You don't always have to condone behavior to understand it.[56]

III. THE PRINCIPAL AS ADMINISTRATIVE LEADER

For many years the question has persisted. Who ought to be the instructional leader in a school or school system? Would it be the superintendent, the principal, the curriculum director, the department chairman, the classroom teachers, or the collective school board?[57]

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[55]Weischadle, p. 451.

[56]Jenkins, p. 32.

[57]Bagby, p. 40.

Bagby stated that in most schools, the principal viewed himself as the instructional leader of his own professional staff. "Observation of the actual expenditures of his time and efforts will often deny this is his major function, however."[58]

Many principals are questioning the feasibility and the wisdom of directing primary emphasis toward the improvement of instruction. They are asking such questions as:

> Is the job of the secondary school principal going to develop into a super management responsibility, as some people now believe is happening. . . . Or are the secondary principals going to fulfill the dream of their professional organization and become, in fact, the instructional leader? There is a third pertinent question: Can principals serve both functions effectively?[59]

In a similar article, Dunn stated his reasoning for the apparent unsuccessful efforts of principals as instructional leaders. He reasons that many able educators who serve as principals in our schools are thwarted in nearly every aspect of instructional leadership. The everyday "live" problems and emergencies which the building principal must shoulder as his responsibility prevent him from functioning as a master teacher and trainer. He further states that increasing specialization and diversification of the teaching tasks precludes any one educator from becoming a master teacher or supervisor of all subjects at all levels for all categories of learners.[60]

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[58]Ibid., p. 40

[59]Arthur H. Rice, "Should the Principal Lead or Manage - or Both," Nation's Schools, 77 (February, 1966), p. 6.

[60]Kenneth J. Dunn, "A Changing Role for the Building Principal," New York State Education, LVI (February, 1969), p. 19.

Another of the problems facing the principal in his attempt to fulfill his function as instructional leader is his precarious position in the schism developing among teachers, boards of education, and chief school administrators.[61] Since 1967 principals have endured teacher and student militancy and have been forced to respond to a more vocal, more demanding, and better informed public.[62]

Reasons for Poor Instructional Leadership

Hoeh states that another deterrent to the principal's full commitment to instructional improvement has been the realization that, as a group, their efforts have not been particularly successful. "Few principals have both the time and the inclination to operate from any theoretical model for instructional improvement."[63] Jenkins realistically states that:

> Too many secondary school principals have found time for everything but working with teachers and students in the improvement of teaching and learning.[64]

Any number of recent surveys of how the principal spends his time have revealed the uncomfortable fact that matters other than instruction take precedence in how he devotes his time.

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[61] Ibid., p. 19.

[62] James A. Hoeh, "Feeling Guilty For Not Being An Instructional Leader? Don't." NASSP Bulletin, 57 (November, 1973), p. 1.

[63] Ibid., p. 2.

[64] Jenkins, p. 34.

To Hoeh, the most discouraging outgrowth of the notion that a principal should serve primarily as an instructional leader is the guilt feelings which arise when time and motion studies reveal that he has been unable to accord the 30 to 60% time block to this endeavor, as suggested by alleged authorities.[65]

Traditionally, the principal has been considered the "principal teacher" or "instructional leader" of his building. The assumption is that the principal is a master teacher and a superb trainer and supervisor of new teachers.[66] Proponents of this theory presumably rely heavily on the archaic supposition that the principal historically and even today derives his power from serving as the principal teacher of the school.[67] However, Cronin points out that most of the teachers have a degree in curriculum and know more about the new math, the new science, or audio-lingual methods than the principal does. "The principal as a teacher of teachers no longer has a need to teach newcomers other than the unfinished business of classroom control techniques."[68] In short, we have asked the principal, who has usually been removed from the classroom for a substantial period of time, to provide instructional leadership for a group of highly trained instructional

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[65]Hoeh, p. 3.

[66]Dunn, p. 19.

[67]Hoeh, pp. 3-4.

[68]Joseph H. Cronin, "School Boards and Principals - Before and After Negotiations," Phi Delta Kappan, XLIV (November, 1967), p. 12.

specialists who are inherently suspicious of his ability to perform the task.[69]

It is also true that the principal's training and experience have not fashioned instructional leadership into its prime position. "Therefore, he rationalizes the primacy and priority of reports, unending paper work, discipline, custodial supervision, and cafeteria orderliness."[70] Hoeh made similar assertions about administrative training when he stated that as any principal can verify:

> Several years in that position with its concomitant duties of discipline, locker control, building maintenance, scheduling, etc., provide a questionable training ground for the acquisition of skills necessary for competence in instructional improvement.[71]

Other Instructional Leaders

In other systems the principal may be deprived of the role of instructional leader, either by design or by ambiguity of assignments. Bagby's examination of this situation leads one to believe that:

> One of the most delicate and damaging situations occurs when the principal thinks he is performing well as an instructional leader; yet, unmindful of innovative practices, recent theories, and developing technologies, he is really wallowing in a quagmire of obsolesence.[72]

A second situation which has negated, to a degree, the principal's efforts toward providing instructional leadership has been the

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[69]Hoeh, p. 2.

[70]Bagby, p. 42.

[71]Hoeh, p. 2.

[72]Bagby, p. 42.

proliferation of subject matter specialists both at the central office level and the building level. Some principals have chosen to rely on these specialists to such a degree that their own credibility of involvement in the instructional improvement program has been threatened and their expertise has understandably diminished.[73]

Suggestions for Today's Principal

The principal's ability to conceptualize accurately the institutional mission of the school will also have a direct impact on his ability to focus on the improvement of learning. In an attempt to help conceptualize this mission and create a new framework within which the principal can carry out his responsibilities, Bagby made these tentative suggestions:

(1) Reorganize the increasingly bureaucratic structure of the school system.
(2) Redefine the administrative responsibilities.
(3) Rededicate yourself to the imperative task of directing change.
(4) Reinforce humane practices in the leadership function.
(5) Redistribute the sources of input into the decision making function.
(6) Revitalize the art of group dynamics.
(7) Reexamine the training programs for leadership.[74]

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[73]Hoeh, p. 2.

[74]Bagby, pp. 41-45

CHAPTER III

METHODS AND PROCEDURES

The primary purpose of this study was to determine the perceptions of southern secondary school principals and teachers about the instructional leadership being exhibited by the principal. More specifically, it sought to examine the participants' perceptions of the principal's involvement in (1) curriculum development, (2) instructional planning, (3) instructional supervision, and (4) instructional evaluation activities.

This chapter describes the participants and their selection, the development of the instrument, the format of the instrument, and the treatment and analysis of the data.

I. SUBJECTS

The Participants and Their Selection

This study was conducted in southern secondary schools which held membership in the Southern Association of Colleges and Schools. The Secondary Commission of the Southern Association was asked to identify member schools in each of the 11 states in which it serves as the accrediting agency.

An attempt was made to obtain a random sample of schools which would encompass both suburban and inner-city, rural and small town, large and small enrollments, and public as well as private. To accomplish this task, the member schools were separated into the

following four categories by size: (1) under 500, (2) 500-1,000, (3) 1,001-1,500, and (4) over 1,500. Three schools were selected in each size category for each of the 11 states. The Secondary Commission then provided the researcher with a list of 132 randomly selected schools. Included in the list were the principal's name, the school address, the classification of public or private, the enrollment, and the number of faculty members.

In early January of 1977, a letter was sent to each of the principals in the sample schools asking that the principal and faculty participate in the study. This letter was accompanied by a cover letter from the director of the Secondary Commission and a response card for those principals who desired to have their faculties included. The principals were asked to return the participation card by January 31, 1977, and to identify a non-administrative faculty contact person. This person was to be responsible for dissemination, collection, and a return of the completed instruments during a one week period in late February, 1977. The card also sought to update information concerning the current number of faculty members. Examples of the letters and response card may be found in Appendix B.

II. INSTRUMENTS

Development of the Instrument

An attempt was made to identify standardized instruments appropriate for this study. After reviewing the literature, it was determined that no appropriate instruments were in existence. The

decision was then made to construct an instrument which would serve the specific purposes of the study. The construction of the instrument was dictated by the questions to be answered by the study. Therefore, the instrument needed sections for personal data and for perceptions of instructional leadership behaviors exhibited by secondary school principals.

A review of the literature revealed very little about the tasks or characteristics which made a principal an instructional leader. The literature addressed itself more to the controversy of whether the principal should be the instructional leader, or whether the instructional and administrative tasks could go hand in hand.

The literature on educational administration which was written by proponents of the theory that the principals should be an instructional leader provided an extensive number of duties and responsibilities which thought to characterize instructionally minded principals. These duties were compiled and submitted to the researcher's major professor for review. After this review, the most pertinent characteristics were separated into four categories. These categories listed four areas of concentration to which the instructional leader must be devoting his time. These areas were: (1) curriculum development, (2) instructional planning, (3) instructional supervision, and (4) instructional evaluation.

The duties were delineated into question form and submitted to eight experts in the areas of curriculum and instruction and educational administration. Included in this group were five college professors,

two assistant superintendents of instruction, and one instructional consultant. They were asked to review the questions for appropriateness, readability, and clarity in light of the questions to be answered by the study. The expert comments and suggestions were reviewed, and the questions were revised into the suggested form.

Application of the Instrument

The total instrument was assembled in mimeographed form to be used for a pilot study. The Millington Central High School faculty from the Shelby County School System in Tennessee was selected since it would not be included in the survey. Forty-three faculty members and one principal responded to the instrument by completing each section and writing comments and suggestions.

After reviewing all of the returns of the pilot study, the instrument was edited for readability and reproduced in typeset form. This was judged necessary for ease of tabulation and for maximum response to the instrument.

Format of the Instrument

The instrument began with an introductory paragraph designed to inform the potential respondent of the importance and intent of the data collected. Further instructions were given to the potential respondents concerning completion of the instrument and urging them to refrain from signing their names on the instrument.

Appropriate space was then provided in order that the instrument might be coded for data processing. This coded space was to be used

to identify the school size category, the state in which the school was located, the school identification number, and to differentiate between principal and teacher respondents. The instruments were also color coded to separate those completed by the principal from those completed by the teachers. The coded section immediately preceded the personal data section.

The personal data sections on both the principal and teacher instruments contained ten items which were designed to determine personal and professional characteristics of prospective respondents. The personal data items which were held in common by both instruments were: sex, age, educational background, and total years teaching experience. Likewise, both instruments also asked for school classification, school location, and grade organization. In addition, the instrument completed by the principal contained items which sought to determine the total years of administrative experience, total years as administrator of the sample school, and the approximate amount of time devoted to instructional activities. The teacher instrument contained three questions which examined the teacher's total years in the sample school, the teacher's tenure status, and the teacher's opinion about who should actually be the instructional leader in the respondent's school.

The perception checklist of instructional leadership behaviors exhibited by principals contained 44 items. Twelve items described the principal's role in curriculum development activities and 13 items were concerned with the principal's role in instructional planning.

While ten items dealt with the principal's role in instructional supervision, nine items were used to describe the principal's role in instructional evaluation of faculty.

Perceptions were expressed in terms of how often the principal or teacher perceived the principal as fulfilling his role in each of the 44 items. Perceptions were expressed in numerical terms on a scale of one through five. The numbers were given the following values: (1) never, (2) rarely, (3) often, (4) always, and (5) not applicable. Examples of the instruments may be found in Appendix B.

III. PROCEDURES FOR DATA COLLECTION AND ANALYSIS

Mail Out and Return

Of the 132 schools included in the original sample which was generated by the Secondary Commission of the Southern Association of Colleges and Schools, 59 schools or 44.69% agreed to participate in the study. Not included in this group are eight affirmative responses which arrived too late to be included in the study and five schools which responded negatively.

Included in the 59 schools were 51 public schools and eight private schools from 11 southern states. Responses were received from 49 public schools and all eight private schools.

During the week of February 15, 1977, 3,028 instruments were mailed in bulk to the faculty contact person in the 59 schools that had agreed to participate in the study. Included in this group of potential respondents were 59 principals and 2,969 secondary school teachers. The

contact person, who had been designated by the principal, was asked to disseminate the instruments to the principal and to each faculty member. He was also asked to collect the instruments and return them in stamped, preaddressed envelopes provided by the researcher by February 25, 1977. An example of the cover letter can be found in Appendix B.

Of the 59 principals who were potential respondents, 52 returned survey instruments for a return of 87.4%. Two thousand seventy-five of the 2,969 teachers included in the sample returned instruments for a return of 69.8%. Illustrations of the number and percent of respondents are presented in Table I.

Coding and Key Punching

After the instruments were returned, the researcher coded each instrument for identification purposes. In the blocks which had been provided for this purpose, the researcher coded in information which would identify the size category of the school, the state in which the school was located, the school identification number, and whether the instrument had been completed by a principal or teacher.

The school size category was coded with the numbers one through four. One represented the schools with the smallest enrollment and four included those schools with over 1,500 students. States were arranged in alphabetical order and codes were numerically arranged with one representing Alabama through 11 for Virginia. To identify the participating schools, they were arranged alphabetically, by size category, by state, and assigned an identification number of one through 59. The column for identifying whether the respondent was

TABLE I

FREQUENCY AND PERCENT OF PRINCIPAL AND TEACHER RESPONDENTS BY SCHOOL SIZE CATEGORY

Schools by Size Category	Number of Participating Schools	Total Instruments Disseminated		Total Instruments Returned		Percent of Return	
		P	T	P	T	P	T
Category I (Under 500)	16	16	404	15	275	93.8	68.1
Category II (501-1,000)	18	18	768	16	523	88.9	68.1
Category III (1,001-1,500)	15	15	956	13	630	86.7	65.9
Category Iv (Over 1,500)	10	10	841	8	647	80.0	76.9
Totals	59	59	2,969	52	2,075	87.4	69.8

a principal or teacher was coded one for a principal and two for a teacher.

Once the coding had been completed, the 2,127 instruments were reviewed. The information was then key punched to allow for computer analysis of the data.

Analysis of the Data

A narrative flow chart was written for use in analyzing the data. The flow chart, which can be found in Appendix B, directed that divisions be made in the analysis of the data. These three divisions were concerned with the analysis of the personal data section; an overall analysis of the 44 items of the study using the chi-square test; and the analysis of the four components of instructional leadership using the chi-square test. This division allowed for specific suggestions concerning ways that principals may improve themselves as instructional leaders.

To accomplish the first of these three analyses, the ten personal data items of both the principal and teacher instruments were analyzed in the following ways:

1. Frequency counts and percent of total individual responses on the ten personal data items were analyzed and broken down by school size category and by principal and teacher responses.

2. Frequency counts and percent of total individual responses on the ten personal data items were analyzed and broken down by school size category, by state, and by principal teacher responses.

3. Frequency counts and percent of total individual responses on the ten personal data items were analyzed and broken down by school size category, by school, and by principal and teacher responses.

The chi-square test was also used to analyze the principal and teacher responses from different size schools as the respondents made decisions relative to individual perceptions on the 44 items of the study. These items were all concerned with how the principal relates in curriculum development, instructional planning, instructional supervision, and instructional evaluation.

A similar analysis was made when the chi-square test was used to examine the principal and teacher responses to the same questions based upon the states in which the particular respondents were located.

The third major division of the analysis was concerned with the four components of instructional leadership. The individual responses were grouped and analyzed by use of the chi-square test at the .05 level of confidence. Each grouping consisted of approximately nine to 13 items to deal with the major divisions of instructional leadership as identified by this study. The following items describe this section of the analyses:

1. The principal and teacher responses were compared with the sex of the respondents as they, as a group, responded to the categories of curriculum development, instructional planning, instructional supervision, and instructional evaluation.

2. The principal and teacher responses were compared with the age of the respondents as they, as a group, responded to the categories

of curriculum development, instructional planning, instructional supervision, and instructional evaluation.

3. The principal and teacher responses were compared with the educational background of the respondents as they, as a group, responded to the categories of curriculum development, instructional planning, instructional supervision, and instructional evaluation.

4. The principal and teacher responses were compared with the total years of teaching experience of the respondents as they, as a group, responded to the categories of curriculum development, instructional planning, instructional supervision, and instructional evaluation.

5. The principal and teacher responses were compared with the location (inner city, rural, small town, suburban) of the respondents' schools as they, as a group, responded to the categories of curriculum development, instructional planning, instructional supervision, and instructional evaluation.

6. The principal and teacher responses were compared with the school classification (public, private, parochial, church affiliated) of the respondents' schools as they, as a group, responded to the categories of curriculum development, instructional planning, instructional supervision, and instructional evaluation.

7. The principal and teacher responses were compared with the grade organization (9-12, 10-12, other) of the respondents' schools as they, as a group, responded to the categories of curriculum development, instructional planning, instructional supervision, and instructional evaluation.

Chapter IV contains an analysis of the data and a report of the findings and results as they relate to the questions which the study attempts to answer.

CHAPTER IV

ANALYSIS OF DATA

This chapter contains a presentation and discussion of the data collected to analyze the seven following questions: (1) How do secondary school principals and teachers in the southern United States perceive the role of the secondary school principal in curriculum development activities? (2) How do secondary school principals and teachers in the southern United States perceive the role of the secondary school principal in instructional planning activities? (3) How do secondary school principals and teachers in the southern United States perceive the role of the secondary school principal in instructional supervision activities? (4) How do secondary school principals and teachers in the southern United States perceive the role of the secondary school principal in instructional evaluation activities? (5) To what extent do similarities exist between the perceptions of the principals and teachers? (6) To what extent do discrepancies exist between the perceptions of the principals and teachers? (7) What activities may be employed to close the gaps which exist between the perceptions of the principals and teachers?

I. DESCRIPTION OF PARTICIPANTS

Participants from each of the states included in the study averaged approximately five per state for principals and approximately

189 teacher responses per state. The principal respondents ranged from two in Kentucky to eight in Alabama and South Carolina. Teacher responses ranged from a low of 91 in Kentucky to a high of 353 in South Carolina. Table XLVII in Appendix A presents a description of the participants by state and by size category of schools.

II. CHI-SQUARE ANALYSIS OF RESPONSES BY SCHOOL SIZE CATEGORY

For the purpose of this study the participating schools were divided into four size categories. These categories were organized according to each school's student enrollment. Category I was composed of schools with under 500 students; Category II schools had between 501 and 1,000 students; Category III involved schools with enrollments of 1,001 through 1,500 students; and Category IV schools were composed of schools with over 1,500 students. A complete explanation of the frequency of principal and teacher responses, by size and category, can be found in Apendix A, Tables XLVIII through LI.

When the responses of the principals to each item on the instrument were examined by school size category, two items were found to be significant beyond the .05 confidence level. Fifty-two principals responded to the statements, "I assess the needs of staff, students, and community when planning curriculum," and "I encourage teachers to participate in local curriculum development and revision activities." The frequency and percent of responses to each of these statements was identical for each size category. Principals in size Category I accounted for 15 responses, or over 28% of the total. Sixteen responses, or over 30% of the responses, came from principals in

Category II. Category III provided 14 responses which accounted for over 26% of the total. Only eight responses, or 15% of the total, were recorded for Category IV principals.

An examination of the teacher responses revealed that 17 of the 44 items proved significant when examined by school size category. Table II provides a list of significant teacher responses to the statements on the instrument. Each of these perceptions proved significant beyond the .05 confidence level. Five of the significant responses were curriculum development items; five were related to instructional planning; four were instructional supervision items; and three were related to statements concerned with instructional evaluation.

The percent of teacher responses was greater in all cases to the perceptions of Never and Rarely. In the categories of Often and Always, the percent of responses for the principals was greatest. The percentage of the principal total responses to all four size categories was 2% responded Never, 16% responded Rarely, 48% responded Often, and 33% responded Always. The percentage of the teacher total responses was 8% responded Never, 21% responded Rarely, 37% responded Often, and 29% responded Always. As the higher percentages show, the principals ranked themselves higher with responses of Often and Always. The teacher responses showed greater differences in percent to the Never and Rarely perceptions. The frequency and percent of total principal and teacher responses is found in Table III.

TABLE II

CHI-SQUARE ANALYSIS OF THE RESPONSES OF TEACHERS, BY SCHOOL SIZE CATEGORY, TO STATEMENTS WHICH WERE DETERMINED TO BE SIGNIFICANT

	Statement	Chi-Square Value
34.	My principal consults with the community when planning curriculum.	32.7
36.	My principal utilizes teachers' expertise in recommending curriculum committee assignments.	14.5
37.	My principal consults with specialists to help determine the appropriateness of curriculum design, organization, or content.	17.6
38.	My principal consults with students on curriculum decisions which will ultimately affect students.	26.9
40.	My principal encourages teachers to participate in local curriculum development and revision activities.	18.8
44.	My principal assists teachers in setting classroom goals and objectives that are consistent with those of the school.	14.8
45.	My principal encourages teachers to keep and use written plans for instruction.	32.6
49.	My principal organizes teachers' schedules to provide them with planning time.	21.1

TABLE II (continued)

	Statement	Chi-Square Value
52.	My principal consults with teachers before organizing the students into classes or sections for the coming semester or year.	16.8
54.	My principal involves teachers, pupils, and curriculum consultants in planning for instruction.	18.5
57.	My principal brings in supervisory and consultant help in areas in which he/she does not feel competent.	23.7
58.	My principal is easily accessible to teachers and/or students with instructional problems.	35.2
59.	My principal is open to the suggestions of faculty members concerning instructional practice and procedures.	14.1
61.	My principal observes in classrooms with the primary purpose of providing suggestions for instructional improvement.	40.9
66.	My principal conducts pre-observation conferences with teachers whose classrooms are to be observed.	31.7
70.	My principal involves students and community in evaluating the instructional program.	17.0
74.	My principal conducts post-observation conferences with teachers who have been observed.	20.7

Each of these statements were analyzed at the .05 confidence level. The critical value with six degrees of freedom was 12.6.

TABLE III

FREQUENCY AND PERCENT OF TOTAL PRINCIPAL AND TEACHER RESPONSES, BY SCHOOL SIZE CATEGORY, TO ALL STATEMENTS ON THE INSTRUMENT

Responding Group	Never		Rarely		Often		Always		Not Applicable	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Size Category I										
Principals	11	1.7	108	16.4	298	45.3	230	35.0	11	1.7
Teachers	858	7.2	2,484	20.8	4,444	37.1	3,356	28.0	828	6.9
Size Category II										
Principals	8	1.1	132	18.8	316	44.9	245	34.8	3	0.4
Teachers	1,769	8.0	4,560	20.6	8,161	36.9	6,628	29.9	1,017	4.6
Size Category III										
Principals	14	2.3	128	21.0	316	51.7	137	22.4	16	2.6
Teachers	2,266	8.2	5,584	20.1	10,110	36.4	7,541	27.1	1,156	4.2
Size Category IV										
Principals	3	0.9	33	9.4	178	50.7	136	38.8	1	0.3
Teachers	2,060	7.5	5,588	20.4	10,419	38.0	7,943	29.0	1,386	5.1

III. CHI-SQUARE ANALYSIS OF RESPONSES WHEN ANALYZED BY THE RESPONDENTS' STATE

The responses of principals to each of the 44 statements on the instrument were analyzed according to each of the participating states. The chi-square test was used to determine significance.

Four of statements which principals responded to were determined to be significant beyond the .05 confidence level. Fifty-two principals responded to the statement, "I am involved in monitoring the curriculum development process during the implementation stage." Of the responses, 56% of the principals perceived themselves as exhibiting this behavior Often. Twenty-five percent stated that they Always monitor curriculum development during implementation. Only 19% stated that they Never or Rarely perceive of themselves as monitoring the curriculum development process. The largest group of respondents was over 15% of the total responses from principals in both Alabama and South Carolina. The smallest percent of response was two principals, or 4% of the total, from Kentucky.

The responses of principals to the statement, "I encourage each teacher to try new instructional methods," proved significant with a chi-square value of 34.2 and 20 degrees of freedom. Four principals, or 8% of the total group, responded Never or Rarely, 55% Often, and 38% Always.

The responses of principals to the statement, "I observe in classrooms with the primary purpose of providing suggestions for instructional improvement," proved significant with a chi-square value of 32.8

and 20 degrees of freedom. Ten principals, or 19% of the total group, responded Never or Rarely, 42% Often, and 40% Always.

The statement, "I ask teachers to evaluate the quality of supervisory help that I am providing," proved significant above the .05 confidence level. A chi-square value of 31.5 with 20 degrees of freedom was computed. Thirteen percent of the principals responded Always, 38% Often, and 49% Never or Rarely.

When the teacher responses to the 44 statements were examined by state, all of the statements were found to have significance above the .05 confidence level.

When the total responses were analyzed by state, only 2% of the principals and 8% of the teacher responses were Never. Seventeen percent of the total principal responses and 19% of the teacher responses were Rarely. While 47% of the total principals responded Often, only 38% of teacher responses fell in this category. The Always category had 33% of the responses of principals and 31% of the teacher responses.

There were 35 responses from principals and 7,449 teacher responses to Never. Rarely had 401 principal and 18,191 teacher responses. The largest number of responses was Often, as 1,104 responses of principals and 36,454 teacher responses were recorded in this category. Seven hundred sixty-two principal responses and 30,374 teacher responses were given to Always. The frequency of principal and teacher responses, by state, to statements on the instrument can be found in Appendix A, Table LII.

A complete presentation of principal and teacher responses to each each statement, by state, can be found in Apendix A, Tables LIII through LXIII.

IV. CHI-SQUARE ANALYSIS OF THE FOUR CATEGORIES OF STATEMENTS

The chi-square values which are presented in this section represent those values which were obtained by collapsing the Never and Often categories of responses for both groups of respondents. The response of Not Applicable was also dropped when chi-square values were computed.

This change became necessary because of the number of zero cells and because in many cases the frequency of responses were less than five in more than 20% of the cells. Although the chi-squares were computed in this manner, the tables represent the frequency of total responses for each choice for both principals and teachers.

Curriculum Development Statements for Principals

The following statements were submitted to the principals in an attempt to determine the principal's perceived participation in curriculum development activities.

31. I assess the needs of staff, students, and community when planning curriculum.
32. I help to establish goals and objectives for the curriculum.
33. I provide for faculty, parent, and student involvement in setting goals for the curriculum.
34. I consult with the community when planning curriculum.
35. I seek advice from teachers on curriculum matters.
36. I utilize teachers' expertise in recommending curriculum committee assignments.
37. I consult with specialists to help determine the appropriateness of curriculum design, organization, or content.
38. I consult with students on curriculum decisions which will ultimately affect students.
39. I am involved in monitoring the curriculum development process during the implementation stage.

40. I encourage teachers to participate in local curriculum development and revision activities.
41. I initiate staff development activities pertaining to curriculum planning and development.
42. I establish a climate in which curriculum change and innovation are encouraged.

Responses of principals. No significance was found between the principal's sex and the perceived role in curriculum development activities. However, 307 responses, or approximately 49% of the 624 responses, stated that they perceived themselves as being involved in these activities Often. Another 230 responses, or approximately 37%, perceived themselves as Always being involved.

The age of the principal and his perceived role in curriculum development activities proved to be significant with a chi-square value of 14.4 and six degrees of freedom. The distribution of responses was quite similar to those given for the principal's sex. Of the 635 responses, 313, or approximately 49%, perceived themselves as being involved Often, while 230, or approximately 36%, perceived themselves as Always involved. Table IV presents these data.

The principals' perceptions by educational background proved significant with a chi-square value of 16.1 and six degrees of freedom. Table V identifies that approximately 58% held a Master's degree, 36% held the Educational Specialist or Master's plus 45 hours, and approximately 4% had attained the Doctor of Education or Doctor of Philosophy degree.

TABLE IV

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE PRINCIPALS' AGE

Response by Age	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
21 - 30	0	6	11	7	0	24	3.8
31 - 40	2	35	136	75	3	251	39.5
41 - 50	1	24	119	113	7	264	41.6
51 - 60	0	14	47	35	0	96	15.1
Totals	3	79	313	230	10	635	
Column Percent	0.5	12.4	49.3	36.2	1.6		

Chi-square, 14.4 (Significant beyond .05 confidence level).

Critical value of chi-square 12.6.

Degrees of freedom, six.

TABLE V

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE PRINCIPALS' EDUCATIONAL BACKGROUND

Response by Educational Background	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
BA/BS	0	5	6	0	0	11	1.7
MA/MS	2	39	186	137	8	372	58.6
Ed.S/MA+45	1	32	107	87	1	228	35.9
Ed.D/Ph.D.	0	3	14	6	1	24	3.8
Totals	3	79	313	230	10	635	
Column Percent	0.5	12.4	49.3	36.2	1.6		

Chi-square 16.1 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

The perceptions of principals, when analyzed by total years of teaching experience, proved not to be significant. It should be noted that approximately 62% of the responses fell into the 13 plus years experience category.

The school location category which included Inner City, Rural, Small Town, and Suburban locations was computed to be significant with a chi-square value of 25.6 and six degrees of freedom at the .05 level of confidence. The frequency of responses by school location are presented in Table VI.

The school classification category which contained Public, Private, Parochial, and Church Affiliated schools proved significant with a chi-square of 25.6 and four degrees of freedom. Of this group, approximately 83% of all responses came from public school principals, while 17% came from principals of private or church affiliated schools. TableVII shows the frequency of responses by school classification to the amount of time the principal perceived as spent in curriculum development activities. Three hundred thirteen responses, or approximately 49%, stated that the principal is Often involved, while 230 responses, or 36%, stated that the principal is Always involved.

The data indicate 624 principal responses by grade organization to the questions concerned with the principal's perceived role in curriculum development activities. Grade organization included 9-12, 10-12, and Other categories. Fifty-one percent of the responses were from schools with grades 9-12, approximately 21% from schools with grades 10-12, and approximately 27% from schools with Other grade organizations.

TABLE VI

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE SCHOOL LOCATION

Response by School Location	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Inner City	0	17	46	31	1	95	15.0
Rural	0	11	23	24	2	60	9.4
Small Town	3	41	181	99	0	324	51.0
Suburban	0	10	63	76	7	156	24.6
Totals	3	79	313	230	10	635	
Column Percent	0.5	12.4	49.3	36.2	1.6		

Chi-square, 25.6 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

TABLE VII

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE SCHOOL CLASSIFICATION

Response by School Classification	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Public	0	61	271	193	3	528	83.1
Private	1	11	19	4	0	35	5.5
Church Affiliated	2	7	23	33	7	72	11.3
Totals	3	79	313	230	10	635	
Column Percent	0.5	12.4	49.3	36.2	1.6		

Chi-square, 25.6 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

Curriculum Development Statements for Teachers

The following 12 statements were presented to the teachers who participated in the study in an attempt to determine how the teachers perceived the principal's role in curriculum development activities.

31. My principal assesses the needs of staff, students, and community.
32. My principal helps to establish goals and objectives for the curriculum.
33. My principal provides for faculty, parent, and student involvement in setting goals for the curriculum.
34. My principal consults with the community when planning curriculum.
35. My principal seeks advice from teachers on curriculum matters.
36. My principal utilizes teachers' expertise in recommending curriculum committee assignments.
37. My principal consults with specialists to help determine the appropriateness of curriculum design, organization, or content.
38. My principal consults with students on curriculum decisions which will ultimately affect students.
39. My principal is involved in monitoring the curriculum development process during the implementation stage.
40. My principal encourages teachers to participate in local curriculum development and revision activities.
41. My principal initiates staff development activities pertaining to curriculum planning and development.
42. My principal establishes a climate in which curriculum change and innovation are encouraged.

Responses of teachers. Of the seven categories which were examined in relation to the curriculum development questions, all proved to have significant chi-square values which were beyond the .05 confidence level.

Table VIII shows that the sex of the teacher in relation to how the teacher perceived the principal's role in curriculum development activities was significant with a chi-square of 21.8 and two degrees of freedom. Of the 22,621 responses, approximately 43% perceived

TABLE VIII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE TEACHERS' SEX

Response by Sex	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Male	399	1,585	4,034	3,125	374	9,715	42.1
Female	573	2,427	5,612	3,974	518	13,104	57.9
Totals	972	4,012	9,646	7,099	892	22,621	
Column Percent	4.3	17.7	42.6	31.4	3.9		

Chi-square, 21.8 (Significant beyond .05 confidence level).

Critical value of chi-square, 6.0.

Degrees of freedom, two.

the principal as being involved Often, while approximately 31% stated that the principal was Always involved. Fifty-seven percent of the responses came from female teachers while 42% came from males.

The teacher's age in relation to the principal's perceived role also proved significant with a computed chi-square value of 270.6 with eight degrees of freedom. Approximately 70% of the teacher responses were from teachers in the 21-40 age category. The data are presented in Table IX.

Table X presents the data concerning teacher responses by educational background. These data were found to be significant with a chi-square value of 111.8 and eight degrees of freedom. Approximately 90% of the respondents held either a Bachelor's or Master's degree. The largest percent of responses, approximately 43%, perceived the principal as being involved in curriculum development activities Often. This group was followed by approximately 32% of the responses who perceived his involvement as Always.

The teacher responses by total years teaching experience proved significant with a chi-square value of 171.5 and eight degrees of freedom. Teachers with 13 plus years of experience composed 33% of the total responses with the other 67% almost evenly divided between the other four experience categories. Figures are shown in Table XI.

Table XII indicates the frequency of teacher responses to the curriculum development questions by school location. Of the 24,176 responses, 10,869 or 45% were made by teachers from small towns. The next largest group of responses, 7,192 or approximately 30%, came from

TABLE IX

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE TEACHERS' AGE

Response by Age	Never	Rarely	Often	Always	Not Applicable	Total	Percent
21-30	487	1,778	3,724	2,473	436	8,898	37.6
31-40	245	1,274	3,054	2,191	240	7,004	29.6
41-50	181	695	1,950	1,632	170	4,628	19.5
51-60	65	344	1,130	975	63	2,577	10.9
60^{+}	25	63	194	269	21	572	2.4
Totals	1,003	4,154	10,052	7,540	930	23,679	
Column Percent	4.2	17.5	42.5	31.8	3.9		

Chi-square 270.6 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE X

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE TEACHERS' EDUCATIONAL BACKGROUND

Response by Educational Response	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
No Degree	23	42	199	278	18	560	2.4
BA/BS	424	1,994	4,835	3,518	517	11,288	47.9
MA/MS	466	1,782	4,376	3,145	336	10,105	42.9
Ed.S/MA+45	72	275	601	487	54	1,489	6.3
Ed.D/Ph.D.	2	20	41	61	3	127	
Totals	987	4,113	10,052	7,489	928	23,569	
Column Percent	4.2	17.5	42.6	31.8	3.9		

Chi-square, 111.8 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XI

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE TOTAL YEARS TEACHING EXPERIENCE

Response by Total Years Teaching Experience	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
1 - 3	227	864	1,875	1,254	245	4,465	19.1
4 - 6	167	806	1,734	1,141	178	4,026	17.2
7 - 9	192	712	1,687	1,310	147	4,048	17.3
10 - 12	148	592	1,325	967	131	3,163	13.5
13+	247	1,114	3,371	2,782	210	7,724	33.0
Totals	981	4,088	9,992	7,454	911	23,426	
Column Percent	4.2	17.5	42.7	31.8	3.9		

Chi-square, 171.5 (Significant beyond .05 confidence level).

Crical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE SCHOOL LOCATION

Response by School Location	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Inner City	265	759	1,824	1,667	192	4,707	19.5
Rural	57	239	580	446	86	1,408	5.8
Small Town	375	1,851	4,691	3,572	380	10,869	45.0
Suburban	337	1,357	3,170	2,041	287	7,192	29.7
Totals	1,043	4,206	10,265	7,726	945	24,176	
Column Percent	4.3	17.4	42.5	32.0	3.9		

Chi-square, 89.0 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

teachers in suburban areas. These data were found to be significant with a reported chi-square of 89.0 and six degrees of freedom.

Of the teacher responses to the curriculum development questions, approximately 90% were from public school teachers, 8% from church affiliated schools, and approximately 2% from private schools. Table XIII indicates the teacher responses by school classification. A computed chi-square value of 50.6 with four degrees of freedom was beyond the .05 confidence level.

When teacher responses were analyzed by the organization of the school, significance was found with a chi-square value of 418.4 and four degrees of freedom. Of the 24,176 responses, approximately 43% perceived the principal as being involved Often, while 32% responded that the principal is Always involved. Seventeen percent of the responding teachers expressed perceptions of Rarely, while 4% replied that the principal was Never involved.

Schools which were organized 9-12 accounted for 12,272 responses, or 51% of the total replies. Respondents from schools whose instructional organization was 10-12 were responsible for 31% of total responses. Schools which had other than 9-12 or 10-12 grade organizations responded 4,477 times for 19% of the total responses. Table XIV presents a summary of the data involving teacher responses to the curriculum development statements based on the grade organization of the schools.

Instructional Planning Statements for Principals

The 13 statements which follow were designed to solicit responses from principals toward the perceived role of the secondary school principal

TABLE XIII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE SCHOOL CLASSIFICATION

Response by School Classification	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Public	921	3,865	9,331	6,829	796	21,742	89.9
Private	18	66	164	117	45	410	1.7
Church Affiliated	95	280	774	782	105	2,036	8.4
Totals	1,034	4,211	10,269	7,728	946	24,188	
Column Percent	4.3	17.4	42.5	31.9	3.9		

Chi-square 50.6 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

TABLE XIV

FREQUENCY AND PERCENT OF TEACHER RESPONSE TO THE CURRICULUM DEVELOPMENT ITEMS IN RELATION TO THE SCHOOL ORGANIZATION

Response by School Organization	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
9 - 12	536	2,358	5,199	3,712	467	12,272	50.8
10 - 12	199	883	3,265	2,809	271	7,427	30.7
Other	299	965	1,801	1,205	207	4,477	18.5
Totals	1,034	4,206	10,265	7,726	945	24,176	
Column Percent	4.3	17.4	42.5	32.0	3.9		

Chi-square, 418.4 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

in instructional planning activities.

43. I assist teachers in establishing instructional goals and objectives for their classes.
44. I assist teachers in setting classroom goals and objectives that are consistent with those of the school.
45. I encourage teachers to keep and use written plans for instruction.
46. I provide opportunities for teachers to participate in planning instructional policies of the school.
47. I seek faculty consultation in instructional decision making.
48. I encourage each teacher to try new instructional methods.
49. I organize teachers' schedules to provide them with planning time.
50. I assist teachers with the organization of special instructional activities for students.
51. I assist teachers in identifying alternatives for students who require specialized instruction.
52. I consult with teachers before organizing the students into classes or sections for the coming semester or year.
53. I assist teachers in the selection of instructional materials and activities.
54. I involve teachers, pupils, and curriculum consultants in planning for instruction.
55. I attempt to make teachers aware of what constitutes the hidden curriculum.

Responses of principals. The sex of principals did not prove significant when examination was made of the principals' participation in instructional planning. Of the responding group, 649 of the 675 responses were from male principals while only 26 responses were from female principals.

Table XV indicates that over 50% of the 687 responses of principals, when examined by age, responded that they view themselves as being involved in instructional planning Often. Over 32% stated that they were Always involved. The computed chi-square for this group was 24.5 with six degrees of freedom.

TABLE XV

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE PRINCIPALS' AGE

Response by Age	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
21 - 30	0	10	13	3	0	26	3.8
31 - 40	3	50	136	78	5	272	39.6
41 - 50	0	38	136	106	5	285	41.5
51 - 60	0	8	61	34	1	104	15.1
Totals	3	106	346	221	11	687	
Column Percent	0.4	15.4	50.4	32.2	1.6		

Chi-square, 24.5 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

When examined by educational background, the principal's responses showed that more than 58% held the Master's degree and 36% held the Educational Specialist or Master's plus 45 hours. Table XVI explains that over 50% of the responses perceived the principal's participation as Often while approximately 32% stated that he was Always involved. The educational background proved significant above the .05 confidence level with a chi-square of 29.8 and six degrees of freedom.

The total years of teaching experience had no significance for the principals as a group. However, it should be noted that over 62% of the responses were made by principals with over 13 years of teaching experience.

As Table XVII points out, the school location was found to be significant for principals. A chi-square value of 55.3 with six degrees of freedom was beyond the .05 confidence level. Seventy-five percent of the responses came from principals in either small towns or suburban areas. Only 15% came from inner city principals and approximately 10% from principals in rural areas.

Over 50% of the responses of principals stated that they viewed themselves as being involved Often when examined by school classification. This 50% represented 346 of the 687 total responses. Table XVIII gives the frequency of responses by school classification. A chi-square value of 47.6 with four degrees of freedom was computed and found significant beyond the .05 confidence level.

When the responses of principals were examined by grade organization, the data were found to be significant above the .05 level of

TABLE XVI

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE PRINCIPALS' EDUCATIONAL BACKGROUND

Response by Educational Background	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
BA/BS	3	5	2	1	1	12	1.7
MA/MS	0	55	205	134	8	402	58.5
Ed.S/MA+45	0	39	127	79	2	247	36.0
Ed.D/Ph.D.	0	7	12	7	0	26	3.8
Totals	3	106	346	221	11	687	
Column Percent	0.4	15.4	50.4	32.2	1.6		

Chi-square, 29.8 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6

Degrees of freedom, six.

TABLE XVII

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE SCHOOL LOCATION

Response by School Location	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Inner City	3	31	40	28	1	103	15.0
Rural	0	3	32	28	2	65	9.5
Small Town	0	64	190	93	4	351	51.1
Suburban	0	8	84	72	4	168	24.5
Totals	3	106	346	221	11	687	
Column Percent	0.4	15.4	50.4	32.2	1.6		

Chi-square, 55.3 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

TABLE XVIII

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE SCHOOL CLASSIFICATION

Response by School Classification	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Public	0	81	298	188	5	572	83.3
Private	3	17	15	2	1	38	5.5
Church Affiliated	0	8	33	31	5	77	11.2
Totals	3	106	346	221	11	687	
Column Percent	0.4	15.4	50.4	32.2	1.6		

Chi-square, 47.6 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

confidence with a chi-square value of 21.8 and four degrees of freedom. While the study attempted to examine schools with grade organizations of 9-12 or 10-12, 27% of the responses came from schools which were composed of grade organizations which fell in the other category. Most of the schools which composed the other category stated that their school was organized with grades 7-12. These data are presented in Table XIX.

Instructional Planning Statements for Teachers

Teachers who participated in the study received the following statements which attempted to gather their perceptions of the principal's participation in instructional planning.

43. My principal assists teachers in establishing instructional goals and objectives for their classes.
44. My principal assists teachers in setting classroom goals and objectives that are consistent with those of the school.
45. My principal encourages teachers to keep and use written plans for instruction.
46. My principal provides opportunities for teachers to participate in planning instructional policies of the school.
47. My principal seeks faculty consultation in instructional decision making.
48. My principal encourages each teacher to try new instructional methods.
49. My principal organizes teachers' schedules to provide them with planning time.
50. My principal assists teachers with the organization of special instructional activities for students.
51. My principal assists teachers in identifying alternatives for students who require specialized instruction.
52. My principal consults with teachers before organizing the students into classes or sections for the coming semester or year.
53. My principal assists teachers in the selection of instructional materials and activities.
54. My principal involves teachers, pupils, and curriculum consultants in planning for instruction.
55. My principal attempts to make teachers aware of what constitutes the hidden curriculum.

TABLE XIX

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE SCHOOL ORGANIZATION

Response by School Organization	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
9 - 12	0	36	183	124	7	350	51.9
10 - 12	0	37	72	33	1	143	21.2
Other	0	28	89	63	2	182	27.0
Totals	0	101	344	220	10	675	
Column Percent	0	15.0	51.0	32.6	1.5		

Chi-square, 21.8 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

Responses of teachers. As Table XX indicates, sex was a significant factor for those teachers who responded to the questions about the principal's role in instructional planning activities. A chi-square of 76.4 with two degrees of freedom was computed. Of the 24,602 responses to this section, approximately 22% perceived the principal's role as Rarely, 37% as Often, and 28% as Always.

The age of the responding teachers proved significant beyond the .05 level with a chi-square of 24.5 and six degrees of freedom. Eight percent of the responding teachers stated that they perceived the principal as Never involved in instructional planning, 22% responded Rarely, 37% answered Often, and 28% said Always. The data are presented in Table XXI.

The educational background of the teacher also proved significant above the .05 confidence level. A chi-square of 172.2 with eight degrees of freedom was computed. Table XXII presents a summary of this data. The educational background of the respondents showed that approximately 2% had no degree, 48% had a Bachelor's degree, 43% represented those teachers with a Master's degree, 6% had attained the Educational Specialist or Master's degree plus 45 hours, and .5% had attained the Doctor of Education or the Doctor of Philosophy degree.

The total years of teaching experience for teachers, when examined in relation to the instructional planning questions, proved significant above the .05 level of confidence. The chi-square value was 286.2 with eight degrees of freedom. The teacher responses by total years teaching experience are presented in Table XXIII.

TABLE XX

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE TEACHERS' SEX

Response by Sex	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Male	678	2,174	4,002	3,037	449	10,340	42.0
Female	1,290	3,349	5,210	3,748	665	14,262	58.0
Totals	1,968	5,523	9,212	6,785	1,114	24,602	
Column Percent	8.0	22.4	37.4	27.6	4.5		

Chi-square, 76.4 (Significant beyond .05 confidence level).

Critical value of chi-square, 6.0.

Degrees of freedom, two.

TABLE XXI

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE TEACHERS' AGE

Response by Age	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
21 - 30	983	2,449	3,396	2,306	567	9,701	37.7
31 - 40	548	1,734	2,959	2,077	288	7,606	29.5
41 - 50	314	940	1,928	1,646	197	5,025	19.5
51 - 60	147	510	1,128	932	96	2,813	10.9
60+	37	90	207	253	32	619	2.4
Totals	2,029	5,723	9,618	7,214	1,180	25,764	
Column Percent	7.9	22.2	37.3	28.0	4.6		

Chi-square, 24.5 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

TABLE XXII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO TEACHERS' EDUCATIONAL BACKGROUND

Response by Educational Background	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
No Degree	31	51	211	303	18	614	2.4
BA/BS	975	2,740	4,584	3,313	669	12,281	47.9
MA/MS	857	2,551	4,137	3,019	422	10,986	42.9
Ed.S/MA+45	130	325	613	474	70	1,612	6.3
Ed.D/Ph.D.	15	16	56	49	2	138	0.5
Totals	2,008	5,683	9,601	7,158	1,181	25,631	
Column Percent	7.8	22.2	37.5	27.9	4.6		

Chi-square, 172.2 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XXIII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE TOTAL YEARS TEACHING EXPERIENCE

Response by Total Years Teaching Experience	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
1 - 3	471	1,212	1,714	1,174	304	4,875	19.1
4 - 6	405	1,063	1,637	1,080	213	4,398	17.3
7 - 9	371	1,091	1,614	1,155	183	4,414	17.3
10 - 12	264	744	1,302	994	129	3,433	13.5
13+	473	1,550	3,281	2,723	327	8,354	32.8
Totals	1,984	5,660	9,548	7,126	1,156	25,474	
Column Percent	7.8	22.2	37.8	28.0	4.5		

Chi-square, 286.2 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

A chi-square value of 98.1 with six degrees of freedom proved significant when school location was examined. As Table XXIV explains, 26,293 responses were received. Of these, 8% perceived the principals as Never involved, 22% as Rarely, 37% as Often, and 28% as Always.

Table XXV presents the data for the teacher responses by school classification. The chi-square value for this category was 38.7 with four degrees of freedom. This proved to be significant above the .05 level of confidence.

The teacher responses to the instructional planning statements were significant when analyzed by grade organization. A chi-square value of 276.6 with four degrees of freedom was recorded. As Table XXVI explains, 8% of the total responses was to Never, 22% to Rarely, over 37% responded to Often, and over 28% perceived the principal as Always involved.

Instructional Supervision Statements for Principals

Each of the principals involved in the study received the following statements in an attempt to determine how the principals perceived their role in instructional supervision.

56. I demonstrate knowledge of instructional methods and materials.
57. I bring in supervisory and consultant help in areas in which I do not feel competent.
58. I am easily accessible to teachers and/or students with instructional problems.
59. I am open to the suggestions of faculty members concerning instructional practice and procedures.
60. I am willing to discuss with teachers the strengths and limitations which I observe.
61. I observe in classrooms with the primary purpose of providing suggestions for instructional improvement.

TABLE XXIV

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE SCHOOL LOCATION

Response by School Location	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Inner City	494	1,040	1,814	1,486	289	5,123	19.5
Rural	114	270	545	449	137	1,515	5.8
Small Town	758	2,574	4,591	3,476	406	11,805	44.9
Suburban	702	1,923	2,888	1,974	363	7,850	29.9
Totals	2,068	5,807	9,838	7,385	1,195	26,293	
Column Percent	7.9	22.1	37.4	28.1	4.5		

Chi-square, 98.1 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

TABLE XXV

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE SCHOOL CLASSIFICATION

Response by School Classification	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Public	1,865	5,315	8,871	6,610	979	23,640	89.9
Private	33	121	159	92	44	449	1.7
Church Affiliated	170	377	813	685	172	2,217	8.4
Totals	2,068	5,813	9,843	7,387	1,195	26,306	
Column Percent	7.9	22.1	37.4	28.1	4.5		

Chi-square, 38.7 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

TABLE XXVI

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL PLANNING ITEMS IN RELATION TO THE SCHOOL ORGANIZATION

Response by School Organization	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
9 - 12	1,094	3,165	4,863	3,643	599	13,364	50.8
10 - 12	433	1,446	3,332	2,485	364	8,060	30.7
Other	541	1,196	1,643	1,257	232	4,869	18.5
Totals	2,068	5,807	9,838	7,385	1,195	26,293	
Column Percent	7.9	22.1	27.4	28.1	4.5		

Chi-square, 276.6 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

62. I help teachers to identify and use the special services available within the district or system.
63. I prescribe specific activities for teachers based on identified needs for improvement.
64. I attend department or grade level meetings so that I may be better informed about the instructional program.
65. I keep abreast of current instructional and supervisory techniques.

Responses of principals. The responses of the principals, by sex, to the questions on instructional supervision did not prove to be significant. Of the group who responded, 44% or 229 responses were given by principals who placed themselves in the Often category, while 40% or 207 responses placed themselves in the Always category. Only 14% of the responses placed the principals in the Rarely category.

The principal's age also was not significant. There were 527 responses to these items with approximately 81% of the responses from principals in the 31-40 or 41-50 age categories.

As Table XXVII indicates, the educational background of principals proved significant with a chi-square value of 17.9 and six degrees of freedom. The principals rated themselves rather high in the areas of instructional supervision. When broken down by educational background, .6 percent rated themselves in the Never category, 14% Rarely, 44% Often, and 39% as Always.

The category of total years teaching experience proved to have no significance for the principals. However, of this group over 62% of the responses were in the 13 plus years of experience category.

The data presented in Table XXVIII indicate that the school location category was significant at the .05 confidence level. The chi-square value was 52.3 with six degrees of freedom.

TABLE XXVII

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE PRINCIPALS' EDUCATIONAL BACKGROUND

Response by Eudcational Background	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
BA/BS	3	2	5	0	0	10	1.9
MA/MS	0	47	128	131	1	307	58.3
Ed.S/MA+45	0	25	88	70	7	190	36.1
Ed.D/Ph.D.	0	1	13	6	0	20	3.8
Totals	3	75	234	207	8	527	
Column Percent	0.6	14.2	44.4	39.3	1.5		

Chi-square, 17.9 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

TABLE XXVIII

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE SCHOOL LOCATION

Response by School Location	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Inner City	3	20	34	22	1	80	15.2
Rural	0	3	9	38	0	50	9.5
Small Town	0	45	123	94	7	269	51.0
Suburban	0	7	68	53	0	128	24.3
Totals	3	75	234	207	8	527	
Column Percent	0.6	14.2	44.4	39.3	1.5		

Chi-square, 52.3 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

In the school classification category, the responses of public school principals composed over 83% of all responses. Responses from private schools were approximately 6% of the total, while church affiliated schools provided 11% of all responses. Table XXIX shows the frequency of responses by school classification. It also presents the chi-square value of 43.4 with four degrees of freedom which was significant above the .05 level.

In Table XXX the frequency of responses by school organization is presented. It was found to be significant with a chi-square value of 23.4 and four degrees of freedom.

Instructional Supervision Statements for Teachers

The following statements were submitted to the teachers in an attempt to determine the teachers' perceptions of the principal's role in instructional supervision.

56. My principal demonstrates knowledge about instructional methods and materials.
57. My principal brings in supervisory and consultant help in areas in which he/she does not feel competent.
58. My principal is easily accessible to teachers and/or students with instructional problems.
59. My principal is open to the suggestions of faculty members concerning instructional practice and procedures.
60. My principal is willing to discuss with teachers the strengths and limitations which he/she observes.
61. My principal observes in classrooms with the primary purpose of providing suggestions for instructional improvement.
62. My principal helps teachers to identify and use the special services available within the district or system.
63. My principal prescribes specific activities for teachers based on identified needs for improvement.
64. My principal attends departmental or grade level meetings so that he/she may be better informed about the instructional program.
65. My principal keeps abreast of current instructional and supervisory techniques.

TABLE XXIX

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE SCHOOL CLASSIFICATION

Response by School Classification	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Public	0	53	200	181	4	438	83.1
Private	3	12	10	1	4	30	5.7
Church Affiliated	0	10	24	25	0	59	11.2
Totals	3	75	324	207	8	527	
Column Percent	0.6	14.2	44.4	39.3	1.5		

Chi-square, 43.4 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

TABLE XXX

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE SCHOOL ORGANIZATION

Response by School Organization	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
9 - 12	0	28	144	95	1	268	51.8
10 - 12	0	21	44	42	2	109	21.1
Other	0	24	41	70	5	140	27.1
Totals	0	73	229	207	8	517	
Column Percent	0	14.1	44.3	40.0	1.5		

Chi-square, 23.4 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

Responses of teachers. Of the 18,781 teacher responses to the questions on instructional supervision, 20% responded that the principal was Rarely involved, over 36% responded Often, and 33% responded Always. The sex category proved significant above the .05 confidence level with a chi-square value of 105.7 and two degrees of freedom. Table XXXI presents this data.

Table XXXII presents the data on the instructional supervision questions as examined by teacher age groups. A chi-square of 290.7 with eight degrees of freedom was computed. An examination of this data reveals that approximately 38% of the teachers were between the ages of 21-30, 30% between ages 31-40, 20% between ages 41-50, 11% between ages 51-60, and only 2% above age 60.

The examination of teacher responses when examined by educational background proved significant above the .05 confidence level. Table XXXIII reveals that these data have a chi-square value of 71.0 with eight degrees of freedom.

The 19,474 teacher responses to the instructional supervision questions, when examined by the teachers' total years of teaching experience, proved significant with a chi-square value of 181.6 and eight degrees of freedom. Teacher responses to these questions were 6% Never, 20% Rarely, 37% Often, and 33% Always. Table XXXIV presents a complete summary of this data.

As Table XXXV shows, teacher responses when examined by school location proved significant. The computed chi-square value was 105.1 with six degrees of freedom.

TABLE XXXI

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE TEACHERS' SEX

Response by Sex	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Male	394	1,430	2,921	2,869	337	7,951	42.3
Female	834	2,326	3,889	3,344	437	10,830	57.7
Totals	1,228	3,756	6,810	6,213	774	18,781	
Column Percent	6.5	20.0	36.3	33.1	4.1		

Chi-square, 105.7 (Significant beyond .05 confidence level).

Critical value of chi-square, 6.0.

Degrees of freedom, two.

TABLE XXXII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE THE TEACHERS' AGE

Response by Age	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
21 - 30	626	1,624	2,702	2,091	371	7,414	37.7
31 - 40	358	1,212	2,101	1,920	212	5,803	29.5
41 - 50	180	629	1,389	1,497	145	3,840	19.5
51 - 60	86	362	786	845	63	2,142	10.9
60+	28	66	123	238	21	476	2.4
Totals	1,278	3,893	7,101	6,591	812	19,675	
Column Percent	6.5	19.8	36.1	33.5	4.1		

Chi-square, 290.7 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XXXIII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE TEACHERS' EDUCATIONAL BACKGROUND

Response by Educational Background	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
No Degree	11	52	163	234	15	475	2.4
BA/BS	618	1,817	3,391	3,141	427	9,394	48.0
MA/MS	540	1,742	3,031	2,746	314	8,373	42.8
Ed.S/MA+45	79	252	451	397	55	1,234	6.3
Ed.D/Ph.D.	10	19	38	34	7	108	
Totals	1,258	3,882	7,074	6,552	818	19,584	
Column Percent	6.4	19.8	36.1	33.5	4.2		

Chi-square, 71.0 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XXXIV

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE TOTAL YEARS TEACHING EXPERIENCE

Response by Total Years Teaching Experience	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
1 - 3	312	787	1,301	1,147	198	3,745	19.2
4 - 6	246	742	1,266	970	131	3,355	17.2
7 - 9	220	747	1,204	1,053	156	3,380	17.4
10 - 12	188	511	928	878	96	2,601	13.4
13+	288	1,072	2,360	2,458	215	6,393	32.8
Totals	1,254	3,859	7,059	6,506	796	19,474	
Column Percent	6.4	19.8	36.2	33.4	4.1		

Chi-square, 181.6 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XXXV

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE SCHOOL LOCATION

Response by School Location	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Inner City	323	759	1,303	1,319	179	3,883	19.3
Rural	69	179	411	414	89	1,162	5.8
Small Town	442	1,727	3,339	3,230	324	9,062	45.1
Suburban	474	1,293	2,197	1,777	234	5,975	29.8
Totals	1,308	3,958	7,250	6,740	826	20,082	
Column Percent	6.5	19.7	36.1	33.6	4.1		

Chi-square, 105.1 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

The school classification category had a significant chi-square value of 20.9 with four degrees of freedom. The teacher responses to this category were approximately 7% Never, 20% Rarely, 36% Often, and 34% Always. The frequency of responses is presented in Table XXXVI.

Teacher responses to the instructional supervision statements proved significant with a chi-square value of 170.9 and four degrees of freedom. The percent of total responses was 7% Never, 20% Rarely, 36% Often, and over 33% Always. Table XXXVII presents the data.

Instructional Evaluation Statements for Principals

The nine statements which follow were designed to solicit responses from principals toward the perceived role of the principal in instructional evaluation activities.

66. I conduct pre-observation conferences with teachers whose classrooms are to be observed.
67. I objectively evaluate a wide range of teaching styles.
68. I use specific criteria for evaluating classroom instruction.
69. I observe in classrooms with the primary purpose of suggesting retention or dismissal of the teacher.
70. I involve students and community in evaluating the instructional program.
71. I attempt to obtain information on the degree to which classroom goals and objectives are attained.
72. I help teachers evaluate the instructional materials and activities used in their classrooms.
73. I ask teachers to evaluate the quality of supervisory help that I am providing.
74. I conduct post-observation conferences with teachers who have been observed.

Responses of principals. In the questions which dealt with instructional evaluation, only three categories of responses by principals were determined to be significant. The age category was

TABLE XXXVI

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE SCHOOL CLASSIFICATION

Response by School Classification	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Public	1,180	3,618	6,570	5,983	689	18,040	89.8
Private	21	59	105	117	36	338	1.7
Church Affiliated	108	286	578	641	101	1,714	8.5
Totals	1,309	3,963	7,253	6,741	826	20,092	
Column Percent	6.5	19.7	36.1	33.6	4.1		

Chi-square, 20.9 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

TABLE XXXVII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL SUPERVISION ITEMS IN RELATION TO THE SCHOOL ORGANIZATION

Response by School Organization	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
9 - 12	685	2,159	3,655	3,316	389	10,204	50.8
10 - 12	272	1,003	2,393	2,274	236	6,178	30.8
Other	351	796	1,202	1,150	201	3,700	18.4
Totals	1,308	3,958	7,250	6,740	826	20,082	
Column Percent	6.5	19.7	36.1	33.6	4.1		

Chi-square, 170.9 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

determined to have a chi-square value of 20.1 with six degrees of freedom. The responses to this category are presented in Table XXXVIII. Of those who responded, approximately 6% answered Never, 30% Rarely, over 45% Often, and 19% responded Always.

Table XXXIX presents the school classification category data. These responses proved significant with a chi-square value of 21.0 and four degrees of freedom.

Instructional Evaluation Statements for Teachers

Each of the teachers participating in the study received the following statements in an attempt to determine how the teachers perceived their principal's role in instructional evaluation.

66. My principal conducts pre-observation conferences with teachers whose classrooms are to be observed.
67. My principal objectively evaluates a wide range of teaching styles.
68. My principal uses specific criteria for evaluating classroom instruction.
69. My principal observes in classrooms with the primary purpose of suggesting retention or dismissal of the teacher.
70. My principal involves students and community in evaluating the instructional program.
71. My principal attempts to obtain information on the degree to which classroom goals and objectives are attained.
72. My principal helps teachers evaluate the instructional materials and activities used in their classrooms.
73. My principal asks teachers to evaluate the quality of supervisory help he/she is providing.
74. My principal conducts post-observation conferences with teachers who have been observed.

Responses of teachers. The sex of teachers proved significant when analyzed with the questions of the instructional evaluation category. A chi-square value of 90.9 with two degrees of freedom was computed for the teacher responses. Teacher responses presented in

TABLE XXXVIII

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE PRINCIPALS' AGE

Response by Principals' Age	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
21 - 30	1	5	11	1	0	18	3.8
31 - 40	12	75	73	29	0	189	39.8
41 - 50	11	47	92	46	2	198	41.7
51 - 60	3	14	39	14	0	70	14.7
Totals	27	141	215	90	2	475	
Column Percent	5.7	29.7	45.3	18.9	0.4		

Chi-square, 20.1 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6

Degrees of freedom, six.

TABLE XXXIX

FREQUENCY AND PERCENT OF PRINCIPAL RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE SCHOOL CLASSIFICATION

Response by School Classification	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Public	20	105	192	76	1	394	82.9
Private	4	14	8	1	0	27	5.7
Church Affiliated	3	22	15	13	1	54	11.4
Totals	27	141	215	90	2	475	
Column Percent	5.7	29.7	45.3	18.9	0.4		

Chi-square, 21.0 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

Table XL were 15% Never, 24% Rarely, 33% Often, 20% Always, and 8% felt the questions were not applicable.

Table XLI presents the frequency of responses analyzed by teacher age groups. This category was significant above the .05 confidence level with a chi-square of 187.6 and eight degrees of freedom.

Seventeen thousand one hundred fifty-six responses were recorded to the questions which concentrated on the teachers educational background. There were 2,491 responses to Never, 4,115 to Rarely, 5,654 to Often, 3,499 to Always, and 1,397 who felt the questions were not applicable. Table XLII presents the significant data which had a chi-square value of 67.4 with eight degrees of freedom.

In Table XLIII, the data for the total years of teaching experience category are presented. It was significant beyond the .05 level with a chi-square of 120.2 and eight degrees of freedom.

The data for the analysis of responses by school location are presented in Table XLIV. This category proved significant with a chi-square value of 61.4 and six degrees of freedom as computed from the responses.

When analyzed by school classification, the data presented in Table XLV showed a chi-square of 18.0 with four degrees of freedom.

Table XLVI presents a summary of the analysis of the teacher responses to the instructional evaluation statements. These items proved significant with a chi-square of 244.1 and four degrees of freedom. When analyzed according to the grade organization of the

TABLE XL

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE TEACHERS' SEX

Response by Sex	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Male	801	1,659	2,430	1,583	569	7,042	42.8
Female	1,604	2,331	2,989	1,735	751	9,410	57.2
Totals	2,405	3,990	5,419	3,318	1,320	16,452	
Column Percent	14.6	24.3	32.9	20.2	8.0		

Chi-square, 90.9 (Significant beyond .05 confidence level).

Critical value of chi-square, 6.0.

Degrees of freedom, two.

TABLE XLI

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE TEACHERS' AGE

Response by Teachers' Age	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
21 - 30	1,125	1,680	2,040	1,100	604	6,549	38.0
31 - 40	716	1,261	1,711	1,023	376	5,087	29.5
41 - 50	396	690	1,146	822	280	3,334	19.3
51 - 60	214	435	662	450	113	1,874	10.9
60+	58	71	132	123	25	409	2.4
Totals	2,509	4,137	5,691	3,518	1,398	17,253	
Column Percent	14.5	24.0	33.0	20.4	8.1		

Chi-square, 187.6 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XLII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE TEACHERS'S EDUCATIONAL BACKGROUND

Response by Educational Background	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
No Degree	26	68	172	137	23	426	2.5
BA/BS	1,267	1,941	2,655	1,655	718	8,236	48.0
MA/MS	1,029	1,825	2,440	1,473	565	7,332	42.7
Ed.S/MA+45	156	263	353	215	85	1,072	6.2
Ed.D./Ph.D.	13	18	34	19	6	90	0.5
Totals	2,491	4,115	5,654	3,499	1,397	17,156	
Column Percent	14.5	24.0	33.0	20.4	8.1		

Chi-square, 67.4 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XLIII

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE TOTAL YEARS TEACHING EXPERIENCE

Response by Total Years Teaching Experience	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
1 - 3	555	829	1,031	588	317	3,320	19.4
4 - 6	500	752	955	532	229	2,968	17.4
7 - 9	443	756	952	557	257	2,965	17.4
10 - 12	338	515	730	518	160	2,261	13.2
13+	638	1,249	1,974	1,292	404	5,557	32.6
Totals	2,474	4,101	5,642	3,487	1,367	17,071	
Column Percent	14.5	24.0	33.1	20.4	8.0		

Chi-square, 120.2 (Significant beyond .05 confidence level).

Critical value of chi-square, 15.5.

Degrees of freedom, eight.

TABLE XLIV

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE SCHOOL LOCATION

Response by School Location	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Inner City	528	679	1,055	767	337	3,366	19.1
Rural	131	216	364	163	154	1,028	5.8
Small Town	1,082	1,929	2,669	1,719	554	7,953	45.2
Suburban	805	1,382	1,717	962	377	5,243	29.8
Totals	2,546	4,206	5,805	3,611	1,422	17,590	
Column Percent	14.5	23.9	33.0	20.5	8.1		

Chi-square, 61.4 (Significant beyond .05 confidence level).

Critical value of chi-square, 12.6.

Degrees of freedom, six.

TABLE XLV

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE SCHOOL CLASSIFICATION

Response by School Classification	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
Public	2,284	3,796	5,260	3,274	1,198	15,812	89.8
Private	58	73	70	37	63	301	1.7
Church Affiliated	208	341	476	300	161	1,486	8.4
Totals	2,550	4,210	5,806	3,611	1,422	17,599	
Column Percent	14.5	23.9	33.0	20.5	8.1		

Chi-square, 18.0 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

TABLE XLVI

FREQUENCY AND PERCENT OF TEACHER RESPONSES TO THE INSTRUCTIONAL EVALUATION ITEMS IN RELATION TO THE SCHOOL ORGANIZATION

Response by School Organization	Never	Rarely	Often	Always	Not Applicable	Row Total	Row Percent
9 - 12	1,366	2,341	2,841	1,771	594	8,913	50.7
10 - 12	568	1,072	2,062	1,271	473	5,446	31.0
Other	612	793	902	569	355	3,231	18.4
Totals	2,546	4,206	5,805	3,611	1,422	17,590	
Column Percent	14.5	23.9	33.0	20.5	8.1		

Chi-square, 244.1 (Significant beyond .05 confidence level).

Critical value of chi-square, 9.5.

Degrees of freedom, four.

school, the percent of teacher perceptions were 15% Never, 24% Rarely, 33% Often, and over 20% Always.

V. SUMMARY

The data for curriculum development, instructional planning, instructional supervision, and instructional evaluation categories were analyzed using chi-square tests for school size, state, teacher sex, teacher age, teacher educational background, total years teaching experience, school location, school classification, and school organization. The .05 confidence level was used for determining significance.

The analysis of the data revealed wide discrepancies in the perceptions of principals and teachers. Generally, the teachers perceived the principal as displaying fewer instructional leadership behaviors than the principals perceived themselves as displaying. Self-perceptions of the principals could be influenced by the school size, state, age, educational background, and school location. The teacher perceptions of the instructional leadership behaviors of the principal may be influenced by each of the variables with the exception of the school grade organization.

Chapter V summarizes the data, presents findings, draws conclusions, and makes recommendations.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to identify and analyze perceptions of secondary school principals and teachers in the southern United States concerning the curriculum development, instructional planning, instructional supervision, and instructional evaluation aspects of the principal's role as instructional leader of the school staff.

Data concerning the perceptions of secondary school principals and teachers from the 11 southern states in which The Southern Association of Colleges and Schools serves as the accrediting agency were secured by means of a questionnaire during February, 1977. One hundred thirty-two southern schools were contacted and asked to participate in this study. Of that number, 59 schools expressed an interest in participating. From this group, responses were received from 57 schools in 11 states. Respondents included 52 secondary school principals and 2,075 secondary school teachers. The returned instruments of principals, which were judged usable, represented 88% of the total number distributed. Over 70% of the teacher instruments which were distributed were returned and judged as usable.

The questionnaires were constructed to gather six types of information. These types were (1) selected personal data characteristics,

(2) information about the school, (3) perceptions of the principal's role in curriculum development activities, (4) perceptions of the principal's role in instructional planning activities, (5) perceptions of the principal's role in instructional supervision activities, and (6) perceptions of the principal's role in instructional evaluation activities. The data were analyzed in relation to selected variables. The chi-square test was used to test for significant difference. A .05 confidence level was chosen for this study.

Summary of Personal Data Characteristics

Sex. Fifty of the responding principals or approximately 96% were male, while only 809 or approximately 39% of the responding teachers were male. The reverse was true of the female respondents. Approximately 55% of the teachers were female, while only about 4% of the principals were female. There was no response from 6% of the teachers.

Age. The largest group of principals, 42%, were in the 41-50 age range. The largest group of teachers, which totaled 37%, were between 21 and 30. This group was closely followed by 29% in the 31-40 age range.

Educational background. The Bachelor's or Master's degree was held by 88% of the teachers who responded. Of this group, 47% held the Bachelor's degree and 42% held the Master's degree. More than 58% of the principals held the Master's degree and 21 of the principals, or 40%, held above the Master's degree.

Total years teaching experience. The largest percentage of principals, 62%, had 13 or more years of teaching experience. The total years of teaching experience of the teachers was more equally divided between the five age groups. A summary of this data can be found in Appendix A, Table LXIV.

Summary of Information Describing the Schools

School classification. Included in the respondents were principals and teachers from public, private, and church affiliated schools. Approximately 85% of the schools and 90% of the teachers were in the public school classification. The remaining 15% of the schools were either private or church affiliated.

School organization. This study was to focus primarily on secondary schools which included grades 9-12 or 10-12. However, 14 schools, or 27%, included other grade organizations. The usual response for those answering Other was grades 7-12.

School location. Seventy-five percent of the schools were located in small towns or suburban areas. This included 39 of the 52 schools included in this study. A complete summary of this data can be found in Appendix A, Table LXV.

Summary of Ancillary Data

Total years administrative experience. The responses to total years administrative experience were evenly distributed with the largest

group being 30% of the principals who had 13 plus years of experience. However, 66% of the principals had been in their present school for only one through six years. More than 50% of the responding principals stated that they devoted between 51 and 75% to instructional activities. The next largest group which included 18 principals, or 34%, stated that they spent between 26 and 50% in instructional activities.

Tenure status. The number of teachers on and not on tenure was divided almost evenly. Of the respondents, 969 or 47% stated they were not on tenure, while 936 or 45% stated that they were on tenure.

Who do you feel should be the instructional leader of your school? Over 50% stated that this was the responsibility of the principal. The department head was ranked second with over 26% of the responses. These were followed by the supervisor with 9% and the assistant principal with 8%.

II. FINDINGS

In this study the data, analyzed by means of the chi-square statistical technique, produced the following findings.

Curriculum Development

An analysis of the curriculum development statements revealed that there was a significant difference among two of the statements as perceived by the principals when analyzed according to the size of the school. These were perceptions relative to how often the principal assesses the needs of staff, students, and community, and perceptions

of how often they encouraged teachers to participate in curriculum development activities. Among the teacher groups, five of the 12 statements which were concerned with curriculum development activities proved significant beyond the .05 confidence level. The research revealed that there is wide variation between teacher and principal perceptions of how often the principal is involved in the curriculum development component of instructional leadership when analyzed by school size category.

When the perceptions of principals and teachers to the curriculum development statements on the instrument were analyzed by state, one statement by principals proved significant beyond the .05 confidence level. The perceptions of teachers to the curriculum development statements revealed that each of the 12 statements was significant. This would indicate that the state in which the teacher is employed could affect perceptions of how often the principal is involved in curriculum development activities. However, there was no difference in how principals from the various states perceived their roles in curriculum development activities.

An analysis of the curriculum development statements on the instrument revealed that the following variables were significant beyond the .05 confidence level for the perceptions of principals: age, educational background, school location, and school classification. This would indicate that each of these variables could affect the self perception of the principal toward his/her perceived role in curriculum development activities.

Each of the seven personal data and school description variables proved significant for the perceptions of teachers. These variables which could affect teacher perceptions of the principal's role in curriculum development activities were: sex, age, educational background, total years teaching experience, school location, school classification, and grade organization of the school.

Instructional Planning

An analysis of the instructional planning statements revealed that there were no perceptions of principals which proved significant when categorized by the size of the school. Among the teacher groups, five of the 13 statements which were concerned with instructional planning activities proved significant beyond the .05 confidence level. This research revealed that there is a wide variation between teacher and principal perceptions of how often the principal is involved in the instructional planning component of instructional leadership when analyzed by school size category.

When the perceptions of principals and teachers to the instructional planning statements on the instrument were analyzed by state, only one statement by the principals proved significant beyond the .05 confidence level. The perceptions of teachers to the instructional planning statements revealed that each of the 13 statements were significant. This would indicate that the state in which the teacher is employed may affect perceptions of how often the principal is involved in instructional planning activities. However, there is little significance placed upon the affect of the state upon the perceptions of principals.

An analysis of the instructional planning statements on the instrument revealed that the following variables were significant in relation to the perceptions of principals: age, educational background, school location, school classification, and grade organization of the school. This would indicate that each of these variables could affect the self perception of the principal toward his/her perceived role in instructional planning activities.

Each of the seven personal data and school description variables which could affect the teacher perceptions of the principal's role in instructional planning activities proved significant beyond the .05 confidence level.

Instructional Supervision

An analysis of the instructional supervision statements revealed that there were no responses by principals which proved significant when categorized by the size of the school. Among the teacher groups, four of the ten statements which were concerned with instructional supervision activities proved significant beyond the .05 confidence level. This research revealed that there is a wide variation between teacher and principal perceptions of how often the principal is involved in the instructional supervision component of instructional leadership activities when analyzed by school size category.

When the perceptions of principals and teachers to instructional supervision statements on the instrument were analyzed by state, only one statement by the principals proved significant beyond the .05 confidence level. The perceptions of teachers to the instructional

supervision statements revealed that each of the ten statements was significant. This would indicate that the state in which the teacher is employed may affect perceptions of how often the principal is involved in instructional supervision activities. However, little significance is placed on the affect of the state upon the perceptions of principals.

An analysis of the instructional supervision statements on the instrument revealed that the following variables were significant beyond the .05 confidence level for the perceptions of principals: educational background, school location, school classification, and grade organization of the school. This would indicate that each of these variables could affect the self perception of the principal toward his/her perceived role in instructional supervision activities.

Each of the seven personal data and school description variables proved significant for the perceptions of teachers. These variables which could affect teacher perceptions of the principal's role in curriculum development activities were: sex, age, educational background, total years teaching experience, school location, school classification, and grade organization of the school.

Instructional Evaluation

An analysis of the instructional evaluation statements revealed that there were no responses by principals which proved to be significant when analyzed by the size of the school. Among the teacher groups, three of the nine statements which were concerned with instructional

evaluation activities proved significant beyond the .05 confidence level. This research revealed that there is a wide variation between teacher and principal perceptions of how often the principal is involved in the instructional evaluation component of instructional leadership activities when analyzed by school size category.

When the perceptions of principals and teachers to instructional evaluation statements on the instrument were analyzed by state, one statement by principals proved significant beyond the .05 confidence level. The perceptions of teachers to the statements revealed that each of the nine instructional evaluation statements was significant. This would indicate that the state in which the teacher is employed may affect perceptions of how often the principal is involved in instructional evaluation activities. However, there is no difference in how principals from the various states perceived their roles in instructional evaluation activities.

An analysis of the instructional evaluation statements on the instrument revealed that the variables of age and school classification were significant in relation to the perceptions of principals.

Each of the seven personal data and school description variables which could affect the teacher perceptions of the principal's role in instructional evaluation activities proved significant beyond the .05 confidence level.

Similarities in Perceptions

Principal. Similarities were noted for the perceptions of principals to the variables which follow.

Sex had no significant affect on the self perceptions of principals in any of the four categories of instructional leadership behaviors.

The total years of teaching experience had no significant affect on the self perceptions of principals in any of the four categories of instructional leadership behaviors.

The classification of the school proved significant and could affect the self perceptions of principals in each of the four categories of instructional leadership behaviors.

Teacher. Similarities of teacher perceptions were noted for each of the four categories of instructional leadership behaviors when analyzed by state. Each of the 12 curriculum development, 13 instructional planning, ten instructional supervision, and nine instructional evaluation statements proved significant beyond the .05 confidence level.

The perceptions of teachers were also similar to each of the seven variables which could affect teacher perceptions of the principal as an instructional leader. The research revealed that each of the variables was significant in relation to the four categories of instructional leadership behaviors.

Differences in Perceptions

Principal. Two of the 12 curriculum development statements proved significant above the .05 confidence level, while there were no significant statements in any of the other three categories of instructional leadership behaviors when analyzed by school size.

When analyzed by state, there was one significant statement in each of the four categories of instructional leadership behaviors.

The age of the principal proved significant beyond the .05 confidence level and could affect the self perceptions of the principal toward the curriculum development, instructional planning, and instructional evaluation categories of instructional leadership. Conversely, the age of the principal had no effect on the self perceptions of his/her role in instructional supervision.

The educational background and school location could affect the self perceptions of the principal in the categories of curriculum development, instructional planning, and instructional supervision. However, they have no affect on the self perceptions of the principal in the instructional evaluation category.

The grade organization of the school could affect the perceptions of principals to the instructional planning and instructional supervision categories. It has no affect on the perceptions of how often the principal is involved in curriculum development or instructional evaluation activities.

Teacher. When the perceptions of teachers were analyzed by school size, there was a vast difference in the numbers of significant statements in each of the four categories. There were five significant curriculum development statements, five significant instructional planning statements, four significant instructional supervision statements, and three instructional evaluation statements which were significant.

III. CONCLUSIONS

From the research which has been presented in this study, the writer would draw the following conclusions:

1. The school size and the state in which it is located have little affect on how principals perceive their roles as instructional leaders. However, these variables could affect the perceptions of teachers.

2. The response pattern of principals revealed that their self perceptions tended to be considerably higher to the perceptions of Often and Always than did those of the teachers. Although there were high percentages of teacher perceptions to Often and Always, the teachers consistently had higher percentages in the Never or Rarely categories than did the principals. This would indicate that principals tend to perceive themselves as instructional leaders more so than teachers perceive them in this role.

3. The sex of the principal has no influence on the self perception of his/her role as instructional leader. However, the sex of the teacher is related to the teachers' perceptions of the principals' role.

4. The age of the principal or teacher could influence how the principal's instructional leadership behaviors are perceived.

5. The level of educational attainment by principals or teachers could influence the ways in which each group perceives the principal as an instructional leader.

6. The research indicates that the principal's total years of experience has no influence on the self perceptions of exhibited instructional leadership behaviors. However, the total years a person has been teaching may greatly influence the ways in which the teacher perceives the behaviors exhibited by the principal.

7. The type of community (Inner City, Rural, Small Town, Suburban) could influence the perceptions of both principals and teachers toward the principals' role as instructional leader.

8. The school classification (Public, Private, Parochial, Church Affiliated) does not appear to influence the perceptions of either group of respondents as principals and teachers from each of the classifications exhibited similar perceptions.

9. The variable school organization (9-12, 10-12, Other) appears to be influential in the perceptions of teachers. However, it influences only selected components of the instructional leadership behaviors for principals.

IV. RECOMMENDATIONS

In an attempt to bridge some of the gaps which the research made apparent, the following recommendations are made:

1. Staff development activities should be conducted to allow both teachers and principals to deliniate how each group perceives the instructional leadership role of the principal. This could create better understanding and cooperation between administration and teachers, and alleviate many of the anxieties of either group.

2. In an attempt to reduce the anxieties which may exist among certain groups of teachers, the principal must make a conscious effort to utilize the competencies of all teachers regardless of sex, age, total years teaching experience, etc.

3. Staff development activities which focus on opening channels of communication should be conducted in schools where there is a wide variation in perceptions concerning the principal's role as instructional leader. These activities should be conducted by a person or group from outside the school and a tone must be set in which teachers are not afraid to voice their opinions.

4. Any principal who views instructional improvement as a priority must continually be aware that this cannot exist unless teachers feel free to express both positive and negative ideas about the total school program.

5. Additional research should be conducted relative to the perceived role of the principal in curriculum development, instructional planning, instructional supervision, and instructional evaluation activities.

6. These findings should not be generalized to groups outside the southern United States without further research.

7. In future studies which are concerned with instructional leadership, follow up interviews should be conducted to verify that perceptions reported in the survey were indeed honest and valid.

8. The items used in this survey should not be replicated in other parts of the United States without further study.

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APPENDICES

APPENDIX A

TABLE XLVII

DESCRIPTION OF RESPONSES BY STATE AND SIZE CATEGORY

State	Size Category	Total Schools	Total Principal Responses	Percent of Principal Responses	Total Teacher Responses	Percent of Teacher Responses
Alabama	I(under 500)	2	2	3.8	25	1.2
	II(501-1000)	2	2	3.8	72	3.5
	III(1001-1500)	3	3	5.8	101	4.9
	IV(over 1500)	1	1	1.9	54	2.6
Florida	I(under 500)	2	2	3.8	33	1.6
	II(501-1000)	1	1	1.9	39	1.9
	III(1001-1500)	2	2	3.8	104	5.0
	IV(over 1500)	0	0	0	0	0
Georgia	I(under 500)	1	1	1.9	23	1.1
	II(501-1000)	1	1	1.9	19	0.9
	III(1001-1500)	1	1	1.9	44	2.1
	IV(over 1500)	1	1	1.9	77	3.7
Kentucky	I(under 500)	0	0	0	0	0
	II(501-1000)	1	1	1.9	25	1.2
	III(1001-1500)	0	0	0	0	0
	IV(over 1500)	1	1	1.9	66	3.2
Louisiana	I(under 500)	2	2	3.8	35	1.7
	II(501-1000)	1	0	0	26	1.3
	III(1001-1500)	2	1	1.9	62	3.0
	IV(over 1500)	1	0	0	47	2.3

TABLE XLVII (continued)

State	Size Category	Total Schools	Total Principal Responses	Percent of Principal Responses	Total Teacher Responses	Percent of Teacher Responses
Mississippi	I(under 500)	1	1	1.9	23	1.1
	II(501-1000)	3	3	5.8	80	3.9
	III(1001-1500)	1	1	1.9	38	1.8
	IV(over 1500)	0	0	0	0	0
North Carolina	I(under 500)	1	1	1.9	21	1.0
	II(501-100)	2	2	3.8	83	4.0
	III(1001-1500)	1	1	1.9	70	3.4
	IV(over 1500)	1	0	0	48	2.3
South Carolina	I(under 500)	2	2	3.8	50	1.9
	II(501-1000)	1	1	1.9	26	1.3
	III(1001-1500)	2	2	3.8	77	3.7
	IV(over 1500)	3	3	5.8	200	9.6
Tennessee	I(under 500)	1	1	1.9	16	0.8
	II(501-1000)	3	3	5.8	88	4.2
	III(1001-1500)	1	1	1.9	51	2.5
	IV(over 1500)	1	1	1.9	61	2.9
Texas	I(under 500)	2	2	3.8	28	1.3
	II(501-1000)	1	1	1.9	45	2.2
	III(1001-1500)	1	1	1.9	41	2.0
	IV(over 1500)	0	0	0	0	0

TABLE XLVII (continued)

State	Size Category	Total Schools	Total Principal Responses	Percent of Principal Responses	Total Teacher Responses	Percent of Teacher Responses
Virginia	I(under 500)	1	1	1.9	22	1.1
	II(501-1000)	1	1	1.9	21	1.0
	III(1001-1500)	1	0	0	41	2.0
	IV(over 1500)	1	1	1.9	93	4.5
Totals		57	52		2,075	

TABLE XLVIII

FREQUENCY OF SIZE CATEGORY I RESPONSES TO THE STATEMENTS ON THE INSTRUMENT

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	7	0	0	0	32	5	144	10	91	0	2
32	0	1	0	6	0	37	4	120	11	109	0	3
33	0	3	0	13	1	58	9	124	5	66	0	12
34	0	13	1	23	8	86	5	91	1	33	0	30
35	0	3	0	7	0	27	6	100	9	137	0	2
36	0	1	0	6	1	32	6	108	8	110	0	19
37	0	4	0	10	6	54	5	137	3	44	1	27
38	0	5	0	30	7	82	7	104	1	37	0	18
39	0	5	0	9	2	47	10	118	3	74	0	23
40	0	1	0	2	0	34	8	112	7	118	0	9
41	0	6	0	7	1	61	12	116	2	71	0	15
42	0	1	0	15	1	37	7	105	7	108	0	10

TABLE XLVIII (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
43	0	1	0	21	5	89	8	108	2	43	0	14
44	0	1	0	15	2	74	11	104	2	70	0	12
45	0	2	0	11	3	40	3	78	9	138	0	7
46	0	2	0	10	0	41	7	116	8	92	0	15
47	0	2	0	9	0	39	7	120	8	93	0	13
48	0	0	0	8	1	57	7	108	7	95	0	8
49	0	1	0	2	0	9	1	52	14	201	0	11
50	0	5	0	26	1	57	14	118	0	53	0	17
51	0	2	0	20	0	48	14	129	1	54	0	23
52	0	1	0	39	2	61	5	92	8	57	0	26
53	0	1	0	36	2	80	10	103	3	32	0	24
54	0	7	0	21	3	67	9	117	3	43	0	21
55	0	7	0	28	3	66	5	95	3	52	4	28
56	0	3	0	16	2	47	8	115	5	77	0	18

TABLE XLVIII (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
57	0	6	0	26	6	67	6	98	3	47	0	32
58	0	1	0	6	0	15	3	89	11	159	1	6
59	0	0	0	7	0	17	0	80	14	166	1	6
60	0	2	0	4	0	30	3	90	12	148	0	2
61	0	4	0	22	3	96	5	94	7	52	0	8
62	0	4	0	16	2	57	7	118	5	58	1	23
63	0	6	0	30	6	93	5	92	4	35	0	20
64	0	5	0	17	2	63	6	96	4	53	3	42
65	1	9	0	6	0	28	7	109	7	105	0	19
66	0	11	1	68	11	76	2	47	1	32	0	42
67	0	15	0	15	0	45	11	101	4	72	0	28
68	0	17	0	17	3	41	4	96	8	72	0	33
69	1	19	6	81	6	82	2	38	0	14	0	42
70	0	10	2	25	5	86	8	96	0	27	0	32

TABLE XLVIII (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
71	0	6	0	25	1	58	11	123	3	48	0	16
72	0	8	0	28	4	86	10	100	1	34	0	20
73	0	5	1	45	6	71	6	79	2	55	0	21
74	0	11	0	30	2	61	9	64	4	81	0	29
Column Total	2	194	11	858	108	2,484	298	4,444	230	3,356	11	828
Percent of Total Responses			1.67	7.17	16.41	20.75	45.29	37.13	34.95	28.04	1.67	6.92

TABLE XLIX

FREQUENCY OF SIZE CATEGORY II RESPONSES TO THE STATEMENTS ON THE INSTRUMENT

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	10	0	7	0	67	6	235	10	201	0	3
32	0	6	0	14	0	80	11	204	5	214	0	5
33	0	10	0	28	4	106	6	231	6	136	0	12
34	0	26	1	53	4	157	10	169	1	66	0	52
35	0	6	0	17	0	72	6	215	10	206	0	7
36	0	15	0	16	0	82	6	227	10	156	0	27
37	0	28	1	23	3	106	11	223	1	108	0	35
38	0	20	0	48	6	154	10	218	0	64	0	19
39	0	28	0	13	4	76	7	206	5	175	0	25
40	0	7	0	17	1	68	2	171	13	249	0	11
41	0	13	0	25	3	97	9	203	3	168	1	17
42	0	11	0	24	0	103	7	174	9	205	0	6

TABLE XLIX (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
43	0	11	0	49	4	158	9	203	3	90	0	12
44	0	16	0	40	4	120	7	196	5	135	0	16
45	0	7	0	21	4	72	4	160	8	254	0	9
46	0	14	0	27	2	90	7	214	7	168	0	10
47	0	14	0	29	1	87	7	216	8	166	0	11
48	0	17	0	36	0	99	11	206	5	153	0	12
49	0	7	0	9	0	14	1	95	15	382	0	16
50	0	18	0	44	2	136	11	209	3	103	0	13
51	0	13	0	33	3	127	10	217	3	109	0	24
52	0	12	0	57	3	134	5	166	8	117	0	37
53	0	16	0	63	4	159	11	181	1	80	0	24
54	0	23	0	44	4	150	11	196	1	84	0	26
55	0	42	0	58	5	110	7	166	3	88	1	59
56	0	18	0	31	3	80	9	211	4	170	0	13

TABLE XLIX (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
57	0	29	0	47	8	138	3	179	5	78	0	52
58	0	5	0	11	0	56	7	154	9	294	0	3
59	0	5	0	18	0	51	2	165	14	280	0	4
60	0	14	0	17	0	53	2	125	14	306	0	8
61	0	12	0	58	3	120	6	179	7	140	0	14
62	0	18	0	30	3	116	8	217	5	116	0	26
63	0	27	0	53	4	138	10	184	2	91	0	30
64	0	17	0	44	6	111	6	178	3	148	1	25
65	0	35	0	17	1	56	8	184	7	204	0	27
66	0	27	1	131	7	127	5	122	3	70	0	46
67	0	38	0	36	3	78	9	197	4	141	0	33
68	0	46	0	30	3	62	4	172	9	162	0	51
69	0	40	5	162	8	139	2	85	1	45	0	52
70	0	38	0	66	7	155	8	165	1	57	0	42

TABLE XLIX (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
71	0	36	0	40	3	106	12	227	1	93	0	21
72	0	29	0	55	1	141	14	204	1	75	0	19
73	0	26	0	81	9	139	5	173	2	84	0	20
74	0	27	0	47	2	70	4	139	10	197	0	43
Column Total	0	877	8	1,760	132	4,560	316	8,161	245	6,628	3	1,017
Percent of Total Responses			1.14	7.99	18.75	20.60	44.89	36.87	34.80	29.94	0.43	4.59

TABLE L

FREQUENCY OF SIZE CATEGORY III RESPONSES TO STATEMENTS ON THE INSTRUMENT

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	20	0	9	0	70	10	301	3	225	1	4
32	0	14	0	23	0	96	9	253	5	236	0	7
33	0	23	0	30	2	105	10	288	1	164	1	19
34	0	46	0	51	4	140	8	255	1	81	1	56
35	0	11	0	30	1	70	5	231	8	280	0	7
36	1	16	0	36	1	96	6	238	6	229	0	14
37	0	21	0	22	1	111	9	287	3	145	1	43
38	0	24	0	34	6	133	7	309	0	98	1	31
39	0	23	0	19	3	105	8	282	2	168	1	32
40	0	8	0	20	1	88	11	237	1	262	1	14
41	0	22	0	22	2	123	9	254	3	192	0	16
42	0	11	0	35	2	79	6	238	6	256	0	10

TABLE L (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
43	0	13	1	71	4	187	7	222	2	122	0	14
44	0	18	0	48	6	181	5	233	3	140	0	9
45	0	10	0	37	3	132	4	203	6	223	1	24
46	0	7	0	37	3	110	7	278	4	187	0	10
47	0	12	1	37	0	102	9	272	4	199	0	7
48	0	11	0	31	3	118	6	265	5	192	0	12
49	0	2	0	25	1	38	1	111	11	438	1	15
50	0	20	1	54	2	162	8	243	3	131	0	19
51	0	17	0	62	4	138	9	248	0	132	1	32
52	0	15	0	98	5	163	6	194	2	124	1	35
53	1	11	0	95	2	199	10	221	1	74	0	29
54	0	17	0	57	3	142	8	281	2	105	1	27
55	1	38	0	81	5	147	7	209	0	89	1	65
56	0	14	0	44	4	117	9	257	1	181	0	16

TABLE L (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
57	0	20	0	56	1	153	10	215	3	143	0	42
58	0	4	1	33	0	78	7	213	6	295	0	6
59	0	5	1	25	0	73	4	199	9	321	0	6
60	0	14	0	19	0	71	5	201	9	318	0	6
61	0	18	0	67	3	204	6	167	5	146	0	27
62	0	22	0	40	3	149	10	273	1	132	0	13
63	0	32	0	70	4	194	10	220	0	83	0	30
64	0	22	0	63	5	153	8	228	0	133	1	30
65	1	40	1	13	2	63	9	260	1	217	0	36
66	0	29	2	167	6	204	4	119	2	54	0	56
67	0	34	0	39	5	121	6	238	3	153	0	44
68	0	36	0	32	4	83	7	214	3	208	0	56
69	0	39	4	182	5	173	3	105	1	62	1	68
70	0	35	1	65	5	165	6	240	1	81	1	43

TABLE L (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
71	0	36	0	40	3	106	10	227	1	93	0	21
72	1	25	0	82	4	186	7	230	2	81	0	25
73	0	29	0	104	8	168	5	201	1	100	0	27
74	0	29	1	61	2	88	5	150	6	248	0	53
Column Total	5	913	14	2,266	128	5,584	316	10,110	137	7,541	16	1,156
Percent of Total Responses			2.29	8.15	20.95	20.08	51.72	36.35	22.42	27.11	2.62	4.16

TABLE LI

FREQUENCY OF SIZE CATEGORY IV RESPONSES TO THE STATEMENTS ON THE INSTRUMENT

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	13	0	8	0	72	2	317	6	227	0	10
32	0	15	0	19	0	82	2	258	6	255	0	18
33	0	18	0	29	0	111	4	274	4	197	0	18
34	0	34	0	41	1	141	6	263	1	112	0	56
35	0	9	0	31	0	78	1	248	7	271	0	10
36	0	12	0	20	0	91	3	268	4	227	1	29
37	0	33	0	16	0	93	5	298	3	155	0	52
38	0	27	0	49	1	170	6	269	1	93	0	39
39	0	22	0	19	1	113	4	270	3	196	0	27
40	0	13	0	14	0	66	2	280	6	263	0	11
41	0	24	0	17	1	117	3	269	4	195	0	25
42	0	16	0	27	0	106	2	231	6	257	0	10

TABLE LI (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
43	0	19	0	57	1	210	6	237	1	98	0	26
44	0	13	0	41	1	171	6	280	1	121	0	21
45	0	12	0	29	0	93	4	219	4	275	0	19
46	0	15	0	31	0	116	4	274	4	196	0	15
47	0	17	0	30	0	102	2	283	6	201	0	14
48	0	14	0	19	0	128	5	276	3	194	0	16
49	0	8	0	10	0	30	0	136	8	444	0	19
50	0	20	0	49	1	175	6	249	1	113	0	41
51	0	21	0	48	1	162	6	250	1	124	0	42
52	0	13	0	76	0	141	4	194	4	181	0	42
53	0	14	0	79	1	196	5	226	2	75	0	57
54	0	21	0	47	1	154	4	250	3	147	0	28
55	0	37	0	63	1	133	5	231	2	113	0	70
56	0	16	0	43	1	98	6	258	1	206	0	26

TABLE LI (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
57	0	29	0	50	1	120	4	246	3	151	0	51
58	0	6	0	26	0	103	4	207	4	298	0	7
59	0	7	0	21	0	80	3	216	5	318	0	5
60	1	21	0	13	0	81	1	193	6	337	0	2
61	0	25	0	72	1	243	5	185	2	101	0	21
62	0	27	0	33	0	163	5	267	3	134	0	23
63	0	42	0	62	0	177	5	235	3	91	0	40
64	0	32	0	68	1	148	6	227	1	149	0	23
65	0	38	0	15	0	63	6	230	2	263	0	38
66	0	39	1	155	3	150	2	131	2	111	0	61
67	0	44	0	49	0	106	7	223	1	173	0	52
68	0	48	0	49	0	86	5	216	3	191	0	57
69	0	51	2	180	5	181	1	94	0	62	0	79
70	0	43	0	57	4	166	3	234	1	103	0	44

TABLE LI (continued)

Question	No Response P	No Response T	Never P	Never T	Rarely P	Rarely T	Often P	Often T	Always P	Always T	Not Applicable P	Not Applicable T
71	0	42	0	45	1	150	7	263	0	120	0	27
72	0	37	0	87	2	171	5	232	1	85	0	35
73	0	34	0	93	2	157	4	224	2	117	0	22
74	0	41	0	73	1	94	2	178	5	203	0	58
Column Total	1	1,082	3	2,060	33	5,588	178	10,419	136	7,943	1	1,386
Percent of Total Responses			0.85	7.52	9.40	20.40	50.71	38.03	38.75	28.99	0.28	5.06

TABLE LII

FREQUENCY OF PRINCIPAL AND TEACHER RESPONSES, BY STATE, TO THE STATEMENTS ON THE INSTRUMENT

State	Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T
Alabama	5	955	75	2,021	185	3,861	80	4,172	5	551
Florida	2	709	23	1,789	85	2,663	95	1,935	14	393
Georgia	3	739	14	1,243	81	3,016	78	1,987	0	338
Kentucky	1	275	11	698	37	4,934	39	5,041	0	157
Louisiana	0	714	10	1,598	70	2,617	51	2,035	0	239
Mississippi	4	267	51	996	113	2,427	52	2,206	0	227
North Carolina	3	320	41	1,114	73	3,553	57	3,879	2	437
South Carolina	3	1,472	40	3,919	202	5,211	115	3,715	2	751
Tennessee	2	781	68	1,983	106	3,673	86	2,285	0	544
Texas	11	537	47	1,024	99	1,725	54	1,347	6	226
Virginia	1	680	21	1,806	53	2,774	55	1,772	2	604
Totals	35	7,449	401	18,191	1,104	36,454	762	30,374	31	4,467

TABLE LIII

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: ALABAMA

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	2	0	38	3	112	5	90	0	2
32	0	0	0	7	0	37	5	100	3	96	0	6
33	0	0	0	12	0	50	6	90	2	80	0	11
34	0	0	1	25	2	62	5	86	0	30	0	29
35	0	6	0	7	0	34	3	102	5	99	0	4
36	0	7	0	12	0	32	4	101	4	86	0	14
37	0	12	0	10	2	41	6	114	0	60	0	15
38	0	8	0	26	5	59	3	103	0	47	0	9
39	0	12	0	8	0	38	8	98	0	81	0	15
40	0	3	0	6	0	30	6	101	2	104	0	8
41	0	13	0	9	2	44	4	93	2	84	0	9
42	0	4	0	14	2	46	4	91	2	93	0	4
43	0	6	0	34	3	70	5	84	0	54	0	4
44	0	7	0	25	3	66	4	86	1	62	0	6
45	0	3	0	6	1	35	3	94	4	111	0	3
46	0	9	0	17	0	36	4	100	4	88	0	2
47	0	9	0	14	0	34	4	106	4	82	0	7
48	0	4	0	10	0	61	7	100	1	70	0	7
49	0	1	0	5	0	10	0	44	8	183	0	9
50	0	11	0	22	1	54	7	95	0	61	0	9
51	0	6	0	17	0	55	8	114	0	46	0	15
52	0	6	0	26	1	71	6	78	1	57	0	14
53	0	3	0	32	2	68	6	86	0	47	0	16
54	0	12	0	21	2	49	5	103	1	58	0	9

TABLE LIII (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
55	0	22	0	27	3	42	5	101	0	40	0	20
56	0	11	0	10	1	42	7	95	0	85	0	9
57	0	18	0	18	4	47	3	89	1	61	0	19
58	0	4	0	4	0	25	2	74	5	145	1	0
59	0	2	0	5	0	22	0	74	7	148	1	1
60	0	12	0	7	0	34	0	66	8	132	0	1
61	0	14	0	37	5	74	3	68	0	50	0	9
62	0	19	0	14	2	53	4	111	1	47	1	8
63	0	23	0	27	4	57	4	91	0	42	0	12
64	0	19	0	16	3	52	3	78	0	63	2	24
65	0	31	0	2	1	21	4	93	3	91	0	14
66	0	31	2	48	4	55	2	52	0	34	0	32
67	0	29	0	27	1	27	6	86	1	60	0	23
68	0	42	0	22	4	27	2	68	2	68	0	25
69	0	36	2	79	4	58	2	30	0	19	0	30
70	0	26	0	26	3	70	5	75	0	37	0	18
71	0	28	0	25	0	46	8	97	0	48	0	8
72	1	24	0	28	2	61	5	90	0	40	0	9
73	0	24	1	40	6	56	0	78	1	42	0	12
74	0	33	0	34	2	32	4	64	2	61	0	28
Totals	0	590	5	955	75	2,021	185	3,861	80	4,172	5	551

TABLE LIV

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: FLORIDA

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	6	0	26	2	95	2	47	1	1
32	0	0	0	11	0	46	2	69	3	44	0	4
33	0	0	0	11	0	31	3	85	1	39	1	7
34	0	0	0	22	1	51	3	55	0	24	1	15
35	0	1	0	7	0	27	0	68	5	70	0	3
36	0	0	0	8	0	30	0	77	5	54	0	7
37	0	4	0	11	1	42	0	71	3	35	1	13
38	0	3	0	7	2	55	2	72	0	28	1	11
39	0	5	0	9	0	34	3	75	1	39	1	14
40	0	2	0	8	0	27	2	76	2	60	1	3
41	0	6	0	12	0	43	4	67	1	39	0	9
42	0	3	0	11	0	34	1	71	4	52	0	5
43	0	3	0	31	1	60	3	49	1	26	0	7
44	0	4	0	21	2	55	2	52	1	38	0	6
45	0	1	0	13	1	34	1	40	3	83	0	5
46	0	1	0	5	0	41	2	73	3	52	0	4
47	0	1	0	7	0	35	1	75	4	54	0	4
48	0	1	0	11	0	43	1	64	4	54	0	3
49	0	0	0	6	0	12	0	35	4	117	1	6
50	0	5	0	17	1	53	3	62	1	29	0	10
51	0	1	0	21	1	46	2	65	1	29	1	14
52	0	3	0	25	0	45	1	47	3	37	1	19

TABLE LIV (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	2	0	32	1	64	2	53	2	15	0	10
54	0	7	0	18	0	49	4	69	0	22	1	11
55	1	13	0	26	0	46	1	52	1	17	2	22
56	0	2	0	16	0	40	2	74	3	39	0	5
57	0	6	0	14	1	53	3	61	1	26	0	16
58	0	0	0	6	0	31	1	60	4	76	0	3
59	0	0	0	6	0	19	1	65	4	83	0	3
60	0	4	0	6	0	17	0	57	5	87	0	5
61	0	4	0	14	0	52	1	44	4	56	0	6
62	0	8	0	15	0	50	4	65	1	31	0	7
63	0	6	0	22	1	59	4	50	0	26	0	13
64	0	5	0	23	1	47	3	48	1	38	0	15
65	1	11	0	9	0	24	3	70	1	48	0	14
66	0	9	0	46	4	66	1	33	0	14	0	8
67	0	9	0	11	0	38	3	62	2	45	0	11
68	0	11	0	10	0	24	1	53	4	64	0	14
69	0	14	2	43	2	43	1	33	0	25	0	18
70	0	12	0	17	2	50	2	63	0	23	1	11
71	0	5	0	19	0	49	4	68	1	28	0	7
72	0	8	0	28	1	66	3	51	1	16	0	7
73	0	6	0	33	0	54	2	43	3	32	0	8
74	0	11	0	15	0	24	1	43	4	74	0	9
Totals	2	197	2	709	23	1,789	85	2,663	95	1,935	14	393

TABLE LV

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: GEORGIA

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	1	0	10	2	84	2	61	0	2
32	0	0	0	3	0	15	1	74	3	66	0	2
33	0	0	0	3	0	15	1	88	3	51	0	3
34	0	0	0	6	0	29	4	73	0	29	0	17
35	0	4	0	4	0	15	2	66	2	71	0	3
36	0	4	0	6	1	15	1	73	2	55	0	10
37	0	8	0	3	0	12	2	88	2	39	0	13
38	0	3	0	7	0	23	3	106	1	18	0	6
39	0	7	0	2	0	20	1	82	3	41	0	11
40	0	3	0	3	0	22	1	65	3	64	0	6
41	0	7	0	2	0	23	3	83	1	40	0	8
42	0	7	0	3	0	20	1	72	3	57	0	4
43	0	2	0	11	1	45	1	69	2	33	0	3
44	0	2	0	9	1	37	1	78	2	36	0	1
45	0	2	0	6	1	23	0	59	3	70	0	3
46	0	4	0	4	0	21	1	89	3	41	0	4
47	0	1	0	6	0	24	1	86	3	44	0	2
48	0	6	0	2	0	28	1	72	3	50	0	5
49	0	2	0	3	0	2	0	30	4	121	0	5
50	0	5	0	10	0	35	2	67	2	37	0	9
51	0	5	0	12	0	26	3	73	1	37	0	10
52	0	4	0	13	0	39	2	66	2	32	0	9

TABLE LV (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	5	0	13	0	53	3	57	1	20	0	15
54	0	3	0	5	2	38	1	72	1	40	0	5
55	0	13	0	10	1	31	3	61	0	26	0	22
56	0	6	0	7	0	21	3	76	1	48	0	5
57	0	6	0	7	1	29	1	63	2	49	0	9
58	0	1	0	2	0	13	1	68	3	77	0	2
59	0	1	0	2	0	9	0	57	4	92	0	2
60	0	5	0	3	0	18	1	49	3	88	0	0
61	0	4	0	7	0	51	2	60	2	37	0	4
62	0	8	0	5	0	31	1	73	3	41	0	5
63	0	9	0	9	0	38	3	69	1	30	0	8
64	0	8	0	14	1	34	3	56	0	42	0	9
65	0	7	0	1	0	16	3	67	1	63	0	9
66	0	6	0	43	1	40	3	48	0	11	0	15
67	0	10	0	7	0	27	3	74	1	32	0	13
68	0	13	0	10	1	22	2	64	1	33	0	21
69	0	10	2	33	1	62	1	33	0	9	0	16
70	0	10	1	4	1	35	1	86	1	18	0	10
71	0	8	0	4	0	28	3	92	1	25	0	6
72	0	7	0	11	0	38	4	70	0	28	0	9
73	0	7	0	16	1	31	3	74	0	26	0	9
74	0	7	0	11	0	28	2	42	2	59	0	16
Totals	0	222	3	739	14	1,243	81	3,016	78	1,987	0	338

TABLE LVI

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS OF THE INSTRUMENT: KENTUCKY

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	0	0	11	0	43	2	33	0	0
32	0	0	0	7	0	9	1	39	1	33	0	1
33	0	0	0	5	0	22	1	37	1	22	0	0
34	0	0	0	8	1	27	1	36	0	7	0	5
35	0	1	0	3	0	9	0	36	2	41	0	1
36	0	2	0	0	0	15	0	41	2	32	0	1
37	0	4	0	2	0	15	1	43	1	22	0	5
38	0	4	0	7	0	28	2	37	0	8	0	7
39	0	4	0	3	1	12	0	33	1	34	0	5
40	0	0	0	2	0	10	0	36	2	43	0	0
41	0	2	0	4	1	12	0	33	1	36	0	4
42	0	2	0	5	0	13	1	31	1	38	0	2
43	0	1	0	7	1	31	1	34	0	15	0	3
44	0	1	0	5	1	24	1	41	0	18	0	2
45	0	0	0	1	0	4	0	16	2	69	0	1
46	0	1	0	4	0	12	1	38	1	34	0	2
47	0	3	0	6	0	11	1	40	1	31	0	0
48	0	3	0	6	0	14	2	48	0	17	0	3
49	0	0	0	0	0	1	0	17	2	71	0	2
50	0	1	0	11	0	18	2	37	0	22	0	2
51	0	1	0	8	0	20	2	43	0	14	0	5
52	0	1	0	7	0	14	0	30	2	36	0	3

TABLE LVI (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	0	0	11	1	24	0	41	1	10	0	5
54	0	3	0	6	1	18	0	42	1	18	0	4
55	0	4	0	9	0	10	1	34	1	25	0	9
56	0	1	0	8	1	13	1	36	0	30	0	3
57	0	4	0	4	0	16	1	35	1	23	0	9
58	0	1	0	6	0	8	1	36	1	40	0	0
59	0	0	0	4	0	8	2	37	0	41	0	1
60	0	8	0	3	0	6	1	27	1	46	0	1
61	0	9	0	10	0	25	2	31	0	15	0	1
62	0	7	0	4	1	25	0	36	1	17	0	2
63	0	9	0	9	0	23	1	35	1	12	0	3
64	0	8	0	8	0	20	1	36	1	17	0	2
65	0	11	0	3	0	7	0	34	2	32	0	4
66	0	11	0	18	1	21	0	20	1	10	0	11
67	0	11	0	5	0	13	2	39	0	17	0	6
68	0	11	0	4	0	13	1	32	1	21	0	10
69	0	10	1	22	0	25	1	15	0	10	0	9
70	0	10	0	9	1	25	0	34	1	8	0	5
71	0	10	0	5	0	17	2	43	0	13	0	3
72	0	9	0	11	0	22	2	40	0	8	0	1
73	0	8	0	10	0	15	1	33	1	24	0	1
74	0	10	0	5	0	12	0	34	2	17	0	13
Totals	0	186	1	275	11	698	37	4,934	39	5,041	0	157

TABLE LVII

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: LOUISIANA

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	1	0	21	1	97	2	50	0	5
32	0	0	0	6	0	20	1	73	2	66	0	0
33	0	0	0	5	0	46	2	61	1	48	0	4
34	0	0	0	23	1	54	2	57	0	19	0	9
35	0	4	0	11	0	21	2	64	1	68	0	2
36	0	4	0	3	0	36	1	64	2	61	0	2
37	0	8	0	8	1	43	2	72	0	32	0	7
38	0	5	0	24	0	49	3	68	0	21	0	3
39	0	6	0	9	0	34	1	74	2	46	0	1
40	0	4	0	6	0	18	1	73	2	69	0	0
41	0	7	0	6	0	33	2	72	1	51	0	1
42	0	6	0	8	0	33	1	66	2	55	0	2
43	0	8	0	15	0	47	2	69	1	25	0	6
44	0	6	0	15	0	35	3	68	0	41	0	5
45	0	2	0	10	0	23	1	36	2	98	0	1
46	0	3	0	15	0	26	2	70	1	50	0	6
47	0	3	0	16	0	25	2	82	1	43	0	1
48	0	2	0	8	1	22	1	81	1	57	0	0
49	0	1	0	14	0	8	0	21	3	119	0	7
50	0	5	0	12	0	48	3	70	0	29	0	6
51	0	5	0	17	0	41	3	66	0	31	0	10
52	0	4	0	23	0	40	1	46	2	49	0	8

LVII (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	3	0	25	0	52	2	60	1	22	0	8
54	0	7	0	19	0	49	2	59	1	29	0	7
55	0	8	0	18	1	31	0	67	2	30	0	16
56	0	6	0	10	0	29	2	76	1	42	0	7
57	0	5	0	23	0	50	3	57	0	29	0	6
58	0	2	0	10	0	20	1	55	2	81	0	2
59	0	3	0	8	0	31	1	49	2	79	0	0
60	0	2	0	4	0	23	1	50	2	91	0	0
61	0	3	0	23	0	50	1	53	2	35	0	6
62	0	2	0	17	0	43	2	64	1	38	0	6
63	0	6	0	22	0	50	2	65	1	25	0	2
64	0	4	0	18	0	39	2	65	1	38	0	6
65	0	7	0	3	0	24	1	67	2	60	0	9
66	0	4	0	69	1	49	1	23	1	18	0	7
67	0	8	0	10	0	37	1	67	2	37	0	11
68	0	7	0	11	0	23	1	55	2	66	0	8
69	0	9	0	38	3	49	0	36	0	22	0	16
70	0	5	0	34	1	55	2	46	0	22	0	8
71	0	7	0	16	0	34	2	80	1	29	0	4
72	0	4	0	23	0	48	3	68	0	24	0	3
73	0	6	0	34	1	61	2	41	0	27	0	1
74	0	6	0	24	0	27	2	48	1	59	0	6
Totals	0	197	0	714	10	1,598	70	2,617	51	2,035	0	239

TABLE LVIII

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: MISSISSIPPI

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	0	0	8	4	53	1	77	0	1
32	0	0	0	0	0	7	4	56	1	77	0	1
33	0	0	0	2	2	19	1	66	2	49	0	3
34	0	0	1	3	2	38	1	60	1	23	0	13
35	0	0	0	1	0	7	2	57	3	74	0	2
36	0	1	0	2	0	14	2	61	3	58	0	5
37	0	3	1	1	1	14	2	80	1	37	0	6
38	0	4	0	1	1	38	4	65	0	29	0	4
39	0	3	0	3	1	14	4	63	0	56	0	2
40	0	1	0	0	0	10	2	47	3	79	0	4
41	0	2	0	1	1	24	4	57	0	55	0	2
42	0	2	0	0	0	2	2	49	3	88	0	0
43	0	1	0	4	0	32	5	71	0	31	0	2
44	0	3	0	4	0	28	4	67	1	37	0	2
45	0	1	0	4	2	18	2	57	1	57	0	4
46	0	2	0	0	2	17	2	65	1	55	0	2
47	0	3	0	0	1	20	3	62	1	53	0	3
48	0	3	0	2	0	15	4	58	1	62	0	1
49	0	3	0	2	0	8	1	25	4	100	0	3
50	0	2	0	8	0	25	4	66	1	35	0	5
51	0	2	0	6	1	27	3	61	1	41	0	4
52	0	2	0	20	2	33	1	47	2	31	0	8

TABLE LVIII (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	2	0	9	0	35	5	59	0	30	0	6
54	0	3	0	8	2	29	2	65	1	31	0	5
55	0	4	0	13	2	27	3	56	0	27	0	14
56	0	2	0	5	0	13	4	58	1	62	0	1
57	0	3	0	5	4	37	1	65	0	27	0	4
58	0	1	0	0	0	6	3	42	2	90	0	2
59	0	0	0	1	0	7	1	38	4	94	0	1
60	0	0	0	0	0	9	1	39	4	93	0	0
61	0	1	0	9	0	40	3	36	2	50	0	5
62	0	1	0	2	1	19	2	70	2	45	0	4
63	0	5	0	7	3	38	2	54	0	32	0	5
64	0	0	0	8	4	31	1	57	0	37	0	8
65	0	1	0	0	0	7	5	50	0	79	0	4
66	0	3	1	22	2	47	2	29	0	26	0	14
67	0	1	0	4	1	21	4	49	0	61	0	5
68	0	2	0	2	1	17	2	53	2	52	0	15
69	0	4	1	66	4	33	0	9	0	9	0	20
70	0	5	0	4	3	41	2	64	0	17	0	10
71	0	3	0	5	2	20	3	77	0	31	0	5
72	0	2	0	5	1	37	3	67	1	24	0	6
73	0	1	0	13	3	29	2	59	0	33	0	6
74	0	1	0	15	2	25	1	38	2	52	0	10
Totals	0	83	4	267	51	996	113	2,427	52	2,206	0	227

TABLE LIX

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: NORTH CAROLINA

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	0	0	2	2	87	2	125	0	0
32	0	0	0	2	0	7	2	69	2	140	0	2
33	0	0	0	1	1	17	3	110	0	80	0	6
34	0	0	0	6	2	34	2	95	0	40	0	21
35	0	2	0	0	0	6	1	72	3	141	0	1
36	0	3	0	4	0	11	2	94	2	102	0	8
37	0	15	0	2	0	17	1	96	3	77	0	15
38	0	11	0	0	2	36	2	118	0	46	0	11
39	0	8	0	0	0	17	3	78	1	111	0	8
40	0	4	0	0	0	9	2	70	2	138	0	1
41	0	6	0	2	1	24	1	82	1	102	1	6
42	0	3	0	0	0	14	3	86	1	116	0	3
43	0	9	0	11	3	54	1	96	0	46	0	6
44	0	11	0	6	2	38	1	86	1	74	0	7
45	0	10	0	4	3	35	0	80	1	87	0	6
46	0	8	0	1	0	14	2	98	2	97	0	4
47	0	10	0	2	0	10	2	91	2	104	0	5
48	0	9	0	4	2	29	1	97	1	76	0	7
49	0	4	0	1	0	4	0	38	4	169	0	6
50	0	13	0	9	0	40	4	94	0	59	0	7
51	0	9	0	5	0	26	4	90	0	78	0	14
52	0	9	0	12	2	29	0	65	2	89	0	18

TABLE LIX (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	10	0	17	0	59	4	88	0	36	0	12
54	0	12	0	5	0	30	3	99	1	65	0	11
55	0	23	0	9	3	35	0	78	0	52	1	25
56	0	8	0	2	1	22	3	90	0	94	0	6
57	0	13	0	4	2	25	1	89	1	69	0	22
58	0	3	0	2	0	6	3	55	1	156	0	0
59	0	4	0	2	0	9	0	58	4	147	0	2
60	0	4	0	0	0	10	1	52	3	154	0	2
61	0	6	0	6	0	36	1	72	3	92	0	10
62	0	7	0	5	0	31	4	103	0	69	0	7
63	0	16	0	10	1	51	2	81	1	44	0	20
64	0	11	0	6	1	28	1	82	2	90	0	5
65	0	18	0	0	0	7	2	79	2	109	0	9
66	0	13	1	50	2	49	0	52	1	39	0	19
67	0	17	0	2	1	11	2	81	1	93	0	18
68	0	18	0	5	1	5	1	67	2	111	0	16
69	0	16	1	70	3	54	0	25	0	29	0	28
70	0	19	1	12	1	39	2	91	0	42	0	19
71	0	18	0	8	2	30	2	100	0	55	0	11
72	0	17	0	15	2	47	2	92	0	39	0	12
73	0	15	0	14	3	51	0	81	1	52	0	9
74	0	9	0	4	0	6	0	46	4	145	0	12
Totals	0	421	3	320	41	1,114	73	3,553	57	3,879	2	437

TABLE LX

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: SOUTH CAROLINA

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	5	0	53	3	179	5	107	0	4
32	0	0	0	10	0	63	2	143	6	122	0	8
33	0	0	0	30	0	78	5	154	3	68	0	14
34	0	0	0	30	1	110	5	123	2	35	0	37
35	0	3	0	22	0	54	4	120	4	149	0	4
36	0	9	0	11	1	60	5	134	2	121	0	17
37	0	12	0	11	1	79	5	158	2	62	0	30
38	0	17	0	39	4	123	4	119	0	32	0	22
39	0	12	0	10	1	76	4	146	3	89	0	19
40	0	3	0	11	1	54	2	136	5	139	0	9
41	0	11	0	15	0	81	6	140	2	93	0	12
42	0	3	0	16	0	76	3	112	5	140	0	5
43	0	6	0	39	1	141	6	105	1	48	0	13
44	0	6	0	26	0	121	7	127	1	60	0	12
45	0	7	0	27	0	79	3	118	5	100	0	21
46	0	3	0	27	0	81	5	141	3	91	0	9
47	0	7	0	22	0	67	6	150	2	98	0	8
48	0	4	0	17	0	88	6	140	2	93	0	10
49	0	3	0	6	0	20	0	62	8	255	0	6
50	0	7	0	36	0	125	7	121	1	42	0	21
51	0	10	0	28	2	113	6	130	0	53	0	18
52	0	6	0	59	1	95	5	110	2	57	0	25

TABLE LX (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	6	0	55	1	114	7	124	0	30	0	23
54	0	12	0	36	1	116	6	130	1	39	0	19
55	0	14	0	49	1	99	5	96	0	50	2	44
56	0	4	0	33	1	67	6	137	1	96	0	15
57	0	9	0	41	1	93	6	116	1	53	0	40
58	0	2	0	21	0	56	4	111	4	158	0	4
59	0	3	0	13	0	56	2	109	6	166	0	5
60	0	4	0	9	0	63	2	103	6	173	0	0
61	0	4	0	42	0	151	5	101	3	46	0	8
62	0	4	0	23	0	100	7	144	1	67	0	14
63	0	11	0	50	1	131	5	109	2	30	0	21
64	0	4	0	46	0	102	7	124	1	60	0	16
65	0	10	0	13	0	44	7	124	1	134	0	27
66	0	7	0	109	4	94	1	53	3	58	0	31
67	0	15	0	32	2	80	4	108	2	90	0	27
68	0	17	0	32	1	60	4	112	3	101	0	30
69	0	21	3	122	3	111	2	44	0	21	0	33
70	0	13	0	44	4	130	3	98	1	30	0	37
71	0	14	0	32	1	116	7	124	0	46	0	20
72	0	10	0	61	1	112	7	113	0	33	0	23
73	0	10	0	68	4	118	4	100	4	43	0	13
74	0	9	0	44	1	69	2	63	5	137	0	30
Totals	0	332	3	1,472	40	3,919	202	5,211	115	3,715	2	751

TABLE LXI

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: TENNESSEE

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	3	0	25	3	119	3	64	0	1
32	0	0	0	6	0	37	2	95	4	70	0	4
33	0	0	0	11	1	44	3	99	2	51	0	8
34	0	0	0	16	3	53	2	87	1	31	0	23
35	0	3	0	8	0	35	2	103	4	63	0	4
36	0	5	0	13	0	35	4	93	2	57	0	13
37	0	8	0	13	4	39	2	99	0	36	0	21
38	0	7	0	17	3	65	3	92	0	20	0	15
39	0	8	0	7	3	33	3	105	0	43	0	20
40	0	3	0	9	1	31	2	85	3	83	0	5
41	0	3	0	12	1	43	3	102	2	44	0	12
42	0	3	0	17	0	39	4	85	2	68	0	4
43	0	3	0	13	2	67	2	93	2	34	0	6
44	0	2	0	13	2	54	1	102	3	42	0	3
45	0	2	0	12	2	39	1	71	3	87	0	5
46	0	3	0	15	1	45	2	92	3	55	0	6
47	0	4	0	14	0	44	2	86	4	63	0	5
48	0	6	0	19	1	39	4	87	1	61	0	4
49	0	2	0	5	0	8	1	49	5	145	0	7
50	0	4	0	20	2	56	3	92	1	39	0	5
51	0	3	0	13	2	51	3	99	1	41	0	9
52	0	3	0	34	2	53	2	68	2	47	0	11

TABLE LXI (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	7	0	27	2	72	3	68	1	23	0	19
54	0	3	0	22	3	61	3	87	0	29	0	14
55	0	12	0	19	2	58	2	67	2	41	0	19
56	0	4	0	13	3	32	1	97	2	59	0	11
57	0	8	0	27	2	49	2	70	2	39	0	23
58	0	1	0	4	0	26	3	59	3	121	0	5
59	0	3	0	14	0	20	2	75	4	102	0	2
60	1	5	0	9	0	17	2	76	3	106	0	3
61	0	5	0	24	3	77	0	77	3	27	0	6
62	0	5	0	15	2	45	2	94	2	41	0	16
63	0	8	0	19	1	65	3	85	2	25	0	14
64	0	7	0	21	2	56	3	71	1	44	0	17
65	0	8	0	11	2	22	0	82	4	77	0	16
66	0	7	0	46	3	51	2	52	1	28	0	32
67	0	8	0	16	1	38	4	93	1	44	0	17
68	0	11	0	14	1	39	3	84	2	44	0	24
69	1	10	2	55	2	59	0	42	1	20	0	30
70	0	9	0	26	2	56	4	76	0	29	0	20
71	0	7	0	19	1	48	4	94	1	35	0	13
72	0	7	0	27	2	67	3	79	1	24	0	12
73	0	6	0	38	2	50	3	74	1	32	0	16
74	0	8	0	25	2	40	3	68	1	51	0	24
Totals	2	221	2	781	68	1,983	106	3,673	86	2,285	0	544

TABLE LXII

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: TEXAS

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	6	0	19	3	46	2	38	0	2
32	0	0	0	6	0	19	4	43	1	45	0	0
33	0	0	0	12	1	24	4	50	0	25	0	1
34	0	0	0	19	3	30	2	32	0	18	0	11
35	0	2	0	18	1	15	2	34	2	44	0	1
36	1	4	0	16	0	19	2	31	2	37	0	7
37	0	4	0	6	0	24	4	48	1	24	0	8
38	0	3	0	18	3	31	2	44	0	14	0	4
39	0	4	0	6	3	24	1	41	1	34	0	5
40	0	1	0	8	0	18	4	33	1	51	0	3
41	0	2	0	3	0	29	4	45	1	31	0	4
42	0	2	0	17	1	21	2	29	2	42	0	3
43	0	3	1	15	1	26	2	44	1	23	0	3
44	0	2	0	9	1	25	3	42	1	32	0	4
45	0	1	0	3	0	7	1	24	3	77	1	2
46	0	0	0	11	2	30	3	40	0	27	0	6
47	0	1	1	12	0	26	3	43	1	25	0	7
48	0	0	0	8	0	19	1	45	4	39	0	3
49	0	0	0	3	1	12	1	38	3	58	0	3
50	0	3	1	15	1	30	3	44	0	20	0	2
51	0	3	0	18	2	20	3	36	0	31	0	6
52	0	1	0	22	2	31	2	35	1	20	0	5

TABLE LXII (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	1	0	0	25	1	29	2	41	1	16	0	3
54	0	2	0	15	0	30	4	46	1	15	0	6
55	0	4	0	23	1	28	3	37	0	12	1	10
56	0	2	0	14	2	24	2	43	1	28	0	3
57	0	3	0	12	1	41	2	34	2	14	0	10
58	0	1	1	14	0	15	1	24	3	59	0	1
59	0	1	1	10	0	18	0	26	4	57	0	2
60	0	5	0	5	0	12	2	26	3	65	0	1
61	0	6	0	12	1	30	3	45	1	18	0	3
62	0	5	0	6	2	31	3	48	0	21	0	3
63	0	7	0	12	3	36	2	39	0	17	0	3
64	0	5	0	16	1	18	1	38	0	26	3	11
65	1	9	1	5	0	14	2	43	1	38	0	5
66	0	7	1	15	2	27	1	39	1	17	0	9
67	0	9	0	6	2	19	2	41	1	31	0	8
68	0	8	0	4	0	10	2	50	3	33	0	9
69	0	9	2	23	0	33	1	29	1	6	1	14
70	0	7	1	18	2	29	2	38	0	12	0	10
71	0	5	0	7	2	19	2	50	1	27	0	6
72	0	6	0	14	1	28	3	42	1	20	0	4
73	0	5	0	23	4	23	1	40	0	18	0	5
74	0	5	1	7	0	11	2	39	2	42	0	10
Totals	3	147	11	537	47	1,024	99	1,725	54	1,347	6	226

TABLE LXIII

FREQUENCY BY STATE OF TEACHER AND PRINCIPAL RESPONSES TO STATEMENTS ON THE INSTRUMENT: VIRGINIA

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
31	0	0	0	0	0	27	0	92	3	52	0	1
32	0	0	0	4	0	35	2	73	1	55	0	5
33	0	0	0	8	2	34	0	76	1	50	0	4
34	0	0	0	10	1	36	2	73	0	36	0	14
35	0	3	0	4	0	24	0	72	3	73	0	1
36	0	5	0	3	0	34	0	71	2	59	1	5
37	0	8	0	4	0	38	2	75	0	28	1	24
38	0	11	0	15	0	31	2	76	1	29	0	15
39	0	9	0	3	1	38	1	81	1	39	0	7
40	0	5	0	0	0	27	1	77	2	62	0	6
41	0	6	0	5	1	41	2	68	0	51	0	6
42	0	4	0	10	0	26	0	56	3	77	0	4
43	0	2	0	18	1	70	2	56	0	18	0	13
44	0	4	0	11	1	62	2	64	0	26	0	10
45	0	2	0	12	0	40	3	65	0	50	0	8
46	0	4	0	6	0	33	1	76	2	53	0	5
47	0	3	0	6	0	34	0	69	3	62	0	3
48	0	4	0	7	0	43	1	63	2	55	0	5
49	0	2	0	1	0	6	0	35	3	126	0	7
50	0	7	0	13	1	46	1	71	1	26	0	14
51	0	8	0	18	0	50	2	66	1	18	0	17
52	0	2	0	29	0	49	0	53	3	24	0	20

TABLE LXIII (continued)

Question	No Response		Never		Rarely		Often		Always		Not Applicable	
	P	T	P	T	P	T	P	T	P	T	P	T
53	0	4	0	27	1	64	2	53	0	12	0	17
54	0	4	0	14	0	43	2	72	1	33	0	11
55	0	7	0	27	0	48	1	52	2	22	0	21
56	0	5	0	16	1	38	1	59	1	51	0	8
57	0	9	0	24	0	37	0	59	3	29	0	19
58	0	0	0	7	0	45	1	79	2	43	0	3
59	0	0	0	6	0	22	0	71	3	76	0	2
60	0	2	0	7	0	26	0	63	3	74	0	5
61	0	3	0	35	1	77	1	37	1	13	0	12
62	0	5	0	13	0	57	1	66	2	23	0	13
63	0	7	0	28	0	53	2	53	1	17	0	19
64	0	5	0	16	1	48	1	73	1	28	0	7
65	0	9	0	4	0	23	3	74	0	58	0	9
66	0	8	0	55	3	57	0	18	0	12	0	27
67	0	14	0	19	0	38	2	59	1	29	0	18
68	0	7	0	14	1	32	1	60	1	39	0	25
69	0	10	1	54	2	47	0	26	0	13	0	27
70	0	10	0	19	1	41	2	64	0	30	0	13
71	0	11	0	18	0	44	3	74	0	24	0	6
72	0	5	0	29	1	57	1	54	1	19	0	13
73	0	6	0	34	1	46	2	54	0	27	0	10
74	0	9	0	27	0	39	3	46	0	31	0	25
Totals	0	229	1	680	21	1,806	53	2,774	55	1,772	2	604

TABLE LXIV

DESCRIPTION AND PERCENT OF RESPONDENTS BY SEX, AGE, EDUCATIONAL BACKGROUND, AND TOTAL YEARS TEACHING EXPERIENCE

Category	Principal	Percent	Teacher	Percent
Sex				
Male	50	96.2	809	39.0
Female	2	3.8	1,131	54.5
No Response	0	0	135	6.5
Total	52	100.0	2,075	100.0
Age				
21-30	1	1.9	765	36.9
31-40	21	40.4	599	28.9
41-50	22	42.3	396	19.1
51-60	8	15.4	220	10.6
60+	0	0	49	2.4
No Response	0	0	46	2.1
Total	52	100.0	2,075	100.0
Educational Background				
No Degree	0	0	48	2.3
BA/BS	1	1.9	971	46.8
MA/MS	30	57.7	864	41.6
Ed.S/MA+45	19	36.5	127	6.1
Ed.D/Ph.D.	2	3.9	11	0.5
No Response	0	0	54	2.7
Total	52	100.0	2,075	100.0
Total Years Teaching Experience				
1-3	1	1.9	384	18.5
4-6	3	5.8	345	16.6
7-9	9	17.3	346	16.7
10-12	7	13.5	272	13.1
13+	32	61.5	659	31.8
No Response	0	0	69	3.3
Total	52	100.0	2,075	100.0

TABLE LXV

DESCRIPTION AND PERCENT OF RESPONDENTS BY SCHOOL CLASSIFICATION, ORGANIZATION AND LOCATION

Category	Principal	Percent	Teacher	Percent
Classification				
Public	44	84.6	1,866	89.9
Private	2	3.8	35	1.7
Parochial	0	0	0	0
Church Affiliated	6	11.6	173	8.3
No Response	0	0	1	0.1
Total	52	100.0	2,075	100.0
Organization				
9-12	27	51.9	1,053	50.8
10-12	11	21.2	638	30.8
Other	14	26.9	383	18.4
No Response	0	.0	1	0
Total	52	100.0	2,075	100.0
Location				
Inner City	8	15.4	406	19.6
Rural	5	9.6	120	5.8
Small Town	26	50.0	932	44.9
Suburban	13	25.0	615	29.6
No Response	0	.0	2	0.1
Total	52	100.0	2,075	100.0

APPENDIX B

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
795 Peachtree Street, N.E., Atlanta, Georgia 30308
Phone 875-8011 Area Code 404

January 15, 1977

As you may already know, the Commission on Secondary Schools of the Southern Association of Colleges and Schools is constantly in the process of gathering and disseminating data which will enhance the effectiveness of schools and school personnel in the southern region.

One of the current projects concerns itself with the improvement of instruction. The study in which I am asking you to consider participating in looks more specifically at the instructional leadership behaviors exhibited by the secondary school principal. Most of the current literature on this subject emphasizes that the principal should provide this leadership; yet, it is very unspecific about the characteristics of such a leader.

This study is an attempt to identify these characteristics and aid the secondary school principal in becoming the instructional leader of his staff. The Secondary Commission would like to encourage your participation in this study which is being conducted by Snowden Carruthers, who is a doctoral candidate in the Department of Curriculum and Instruction at the University of Tennessee, Knoxville. Mr. Carruthers is currently serving as a principal in the Shelby County School System, Memphis, Tennessee.

The intent and procedures for this study have been reviewed and approved by the Secondary Commission and it is our hope that you and your faculty will participate in gathering this data just as you have done many times in the past.

Sincerely,

(signed) Joseph M. Johnston

Joseph M. Johnston
Associate Executive Secretary
Commission on Secondary Schools

JMJ:dw

SHADOWLAWN MIDDLE SCHOOL
4734 Shadowlawn Rd.
Route 2
Arlington, Tennessee 38002

Snowden Carruthers
Principal

January 15, 1977

The Southern Association of Colleges and Schools has chosen your school as one of eighty randomly selected southern schools that we hope will participate in a study of the "The Secondary School Principal as the Instructional Leader Of His Staff." In order for this study to be a success, we need your aid and that of your faculty.

The study, which will be conducted during a one week period in late February, seeks to determine how secondary school principals and teachers perceive the instructional leadership role of the principal in curriculum development, instructional planning, instructional supervision, and instructional evaluation activities. It will involve the reactions of the principal and faculty members, excluding assistant principals, to a short instrument that will take no more than fifteen minutes to complete.

Upon completion of the study, summary results will be furnished to your school and to the Secondary Commission of Southern Association for utilization in furthering the improvement of instruction in the South. The complete study will be made available to your school upon request.

Your school's participation will involve the following steps:

1. Completion and return of the attached card by January 31.
2. Appointment and notification of a staff member as contact person. This person would be responsible for distributing and collecting completed instruments during the week of February 21-25. Once this person is identified he will receive further instructions concerning the study.
3. Your announcements and encouragement to the faculty concerning participation.
4. Completion of a short survey instrument (approx. 15 minutes) by yourself and each faculty member, except assistant principals during the week of February 21-25.
5. Collection and return of the instrument at no cost to the school by the contact person.

I shall look forward to hearing from you and thank you for your participation in the study.

Sincerely,
(signed) Snowden Carruthers
Snowden Carruthers

SC/mp

I would like for my faculty to participate in this study of the secondary school principal as an instructional leader.

_____
Principal's Signature

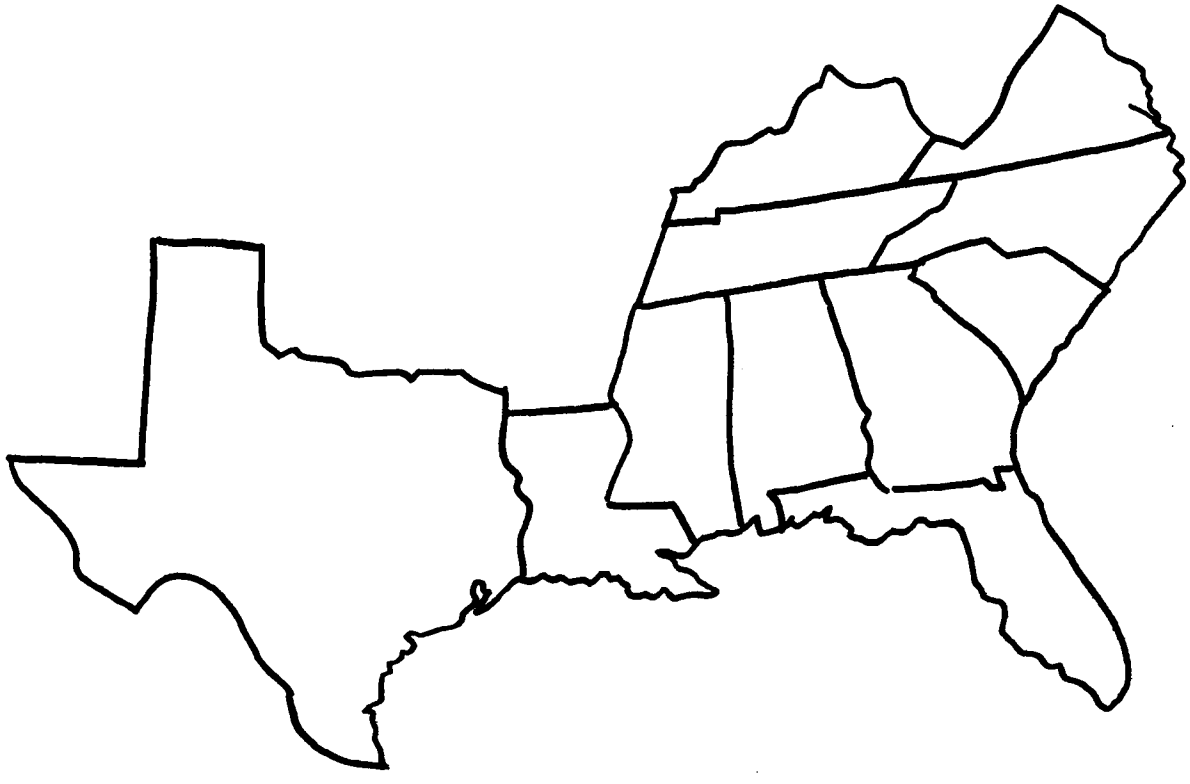
Faculty Contact Person _____

Total Number of Faculty Members _____
(excluding asst. principals)
School Name and Address

_____
_____
_____
_____

INSTRUMENT COMPLETED BY PRINCIPALS

A STUDY OF THE INSTRUCTIONAL LEADERSHIP ROLE OF SOUTHEASTERN SECONDARY SCHOOL PRINCIPALS AS PERCEIVED BY SELECTED SECONDARY SCHOOL PRINCIPALS AND TEACHERS

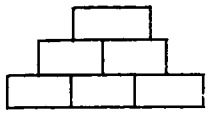


SURVEY PARTICIPANTS:

THIS SURVEY, IN WHICH YOU HAVE BEEN INVITED TO PARTICIPATE, IS AN IMPORTANT PART OF A CURRENT STUDY IN THE AREA OF INSTRUCTIONAL LEADERSHIP. IN ADDITION TO MAKING A CONTRIBUTION TO PRESENT RESEARCH IN THIS AREA, THE STUDY IS DESIGNED TO INFORM SCHOOL ADMINISTRATORS ABOUT THEIR ROLE AS INSTRUCTIONAL LEADER OF THEIR STAFF. THIS IS QUITE IMPORTANT SINCE AN ADMINISTRATIVE AWARENESS OF THE OPINIONS OF TEACHERS AND PEERS IS ALWAYS A USEFUL TOOL IN PROVIDING STAFF LEADERSHIP.

Snowden Carruthers, Director

C.C.
13
14, 15
16-18



PERSONAL DATA
(Please Circle The Appropriate Response)

INSTRUCTIONS

Please read each of the following items carefully and circle the most appropriate response. Answer all the questions and return the completed instrument to the person in your school who has been designated to be responsible for collection of the survey.

So that all respondents may remain anonymous, please do not put your name on the instrument.

20	Male Female	SEX
21	21-30 31-40 41-50 51-60 60	AGE
22	No Degree BA/BS MA/MS Ed.S. MA+45 Ed.D. Ph.D.	EDUCATIONAL BACKGROUND
23	1-3 4-6 7-9 10-12 13+	TOTAL YEARS TEACHING EXPERIENCE (excluding adm. experience)
24	1-3 4-6 7-9 10-12 13+	TOTAL YEARS ADMINISTRATIVE EXPERIENCE
25	1-3 4-6 7-9 10-12 13+	TOTAL YEARS AS ADMINISTRATOR OF THIS SCHOOL
26	No Time Under 25% 26%-50% 51-75% Over 75%	APPROXIMATE AMOUNT OF TIME DEVOTED TO INSTRUCTIONAL ACTIVITIES
27	Public Private Parochial Church Affiliated	SCHOOL CLASSIFICATION
28	Inner City Rural Small Town Suburban	SCHOOL LOCATION
29	9-12 10-12 Other	ORGANIZATION (Grades Included)

INSTRUCTIONS

PLEASE CIRCLE THE APPROPRIATE RESPONSE.

PRECEDE EACH STATEMENT WITH I:

	Never	Rarely	Often	Always	Not Applicable	
31	1	2	3	4	5	Assess the needs of staff, students, and community when planning curriculum.
32	1	2	3	4	5	Help to establish goals and objectives for the curriculum.
33	1	2	3	4	5	Provide for faculty, parent, and student involvement in setting goals for the curriculum.

CONT.

C.C.	Never	Rarely	Often	Always	Not Applicable	PLEASE CIRCLE THE APPROPRIATE RESPONSE PRECEDE EACH STATEMENT WITH I:
34	1	2	3	4	5	Consult with the community when planning curriculum.
35	1	2	3	4	5	Seek advice from teachers on curriculum matters.
36	1	2	3	4	5	Utilize teachers' expertise in recommending curriculum committee assignments.
37	1	2	3	4	5	Consult with specialists to help determine the appropriateness of curriculum design, organization, or content.
38	1	2	3	4	5	Consult with students on curriculum decisions which will ultimately affect students.
39	1	2	3	4	5	Am involved in monitoring the curriculum development process during the implementation stage.
40	1	2	3	4	5	Encourage teachers to participate in local curriculum development and revision activities.
41	1	2	3	4	5	Initiate staff development activities pertaining to curriculum planning and development.
42	1	2	3	4	5	Establish a climate in which curriculum change and innovation are encouraged.
43	1	2	3	4	5	Assist teachers in establishing instructional goals and objectives for their classes.
44	1	2	3	4	5	Assist teachers in setting classroom goals and objectives that are consistent with those of the school.
45	1	2	3	4	5	Encourage teachers to keep and use written plans for instruction.
46	1	2	3	4	5	Provide opportunities for teachers to participate in planning instructional policies of the school.
47	1	2	3	4	5	Seek faculty consultation in instructional decision making.
48	1	2	3	4	5	Encourage each teacher to try new instructional methods.
49	1	2	3	4	5	Organize teachers' schedules to provide them with planning time.
50	1	2	3	4	5	Assist teachers with the organization of special instructional activities for students.
51	1	2	3	4	5	Assist teachers in identifying alternatives for students who require specialized instruction.
52	1	2	3	4	5	Consult with teachers before organizing the students into classes or sections for the coming semester or year.
53	1	2	3	4	5	Assist teachers in the selection of instructional materials and activities.
54	1	2	3	4	5	Involve teachers, pupils, and curriculum consultants in planning for instruction.
55	1	2	3	4	5	Attempt to make teachers aware of what constitutes the hidden curriculum.
56	1	2	3	4	5	Demonstrate knowledge of instructional methods and materials.
57	1	2	3	4	5	Bring in supervisory and consultant help in areas in which I do not feel competent.
58	1	2	3	4	5	Am easily accessible to teachers and/or students with instructional problems.
59	1	2	3	4	5	Am open to the suggestions of faculty members concerning instructional practice and procedures.

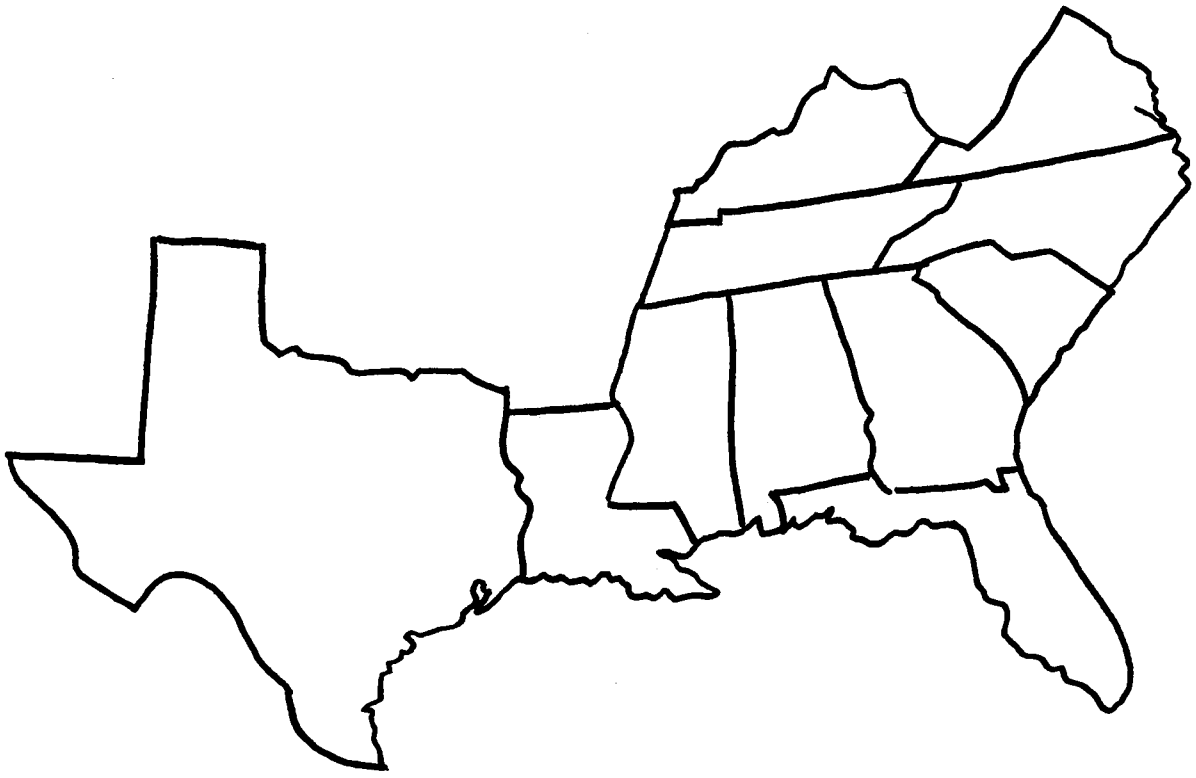
CONT.

C.C.	Never	Rarely	Often	Always	Not Applicable	PLEASE CIRCLE THE APPROPRIATE RESPONSE. PRECEDE EACH STATEMENT WITH I:
60	1	2	3	4	5	Am willing to discuss with teachers the strengths and limitations which I observe.
61	1	2	3	4	5	Observe in classrooms with the primary purpose of providing suggestions for instructional improvement.
62	1	2	3	4	5	Help teachers to identify and use the special services available within the district or system.
63	1	2	3	4	5	Prescribe specific activities for teachers based on identified needs for improvement.
64	1	2	3	4	5	Attend department or grade level meetings so that I may be better informed about the instructional program.
65	1	2	3	4	5	Keep abreast of current instructional and supervisory techniques.
66	1	2	3	4	5	Conduct pre-observation conferences with teachers whose classrooms are to be observed.
67	1	2	3	4	5	Objectively evaluate a wide range of teaching styles.
68	1	2	3	4	5	Use specific criteria for evaluating classroom instruction.
69	1	2	3	4	5	Observe in classroom with the primary purpose of suggesting retention or dismissal of the teacher.
70	1	2	3	4	5	Involve students and community in evaluating the instructional program.
71	1	2	3	4	5	Attempt to obtain information on the degree to which classroom goals and objectives are attained.
72	1	2	3	4	5	Help teachers evaluate the instructional materials and activities used in their classrooms.
73	1	2	3	4	5	Ask teachers to evaluate the quality of supervisory help that I am providing.
74	1	2	3	4	5	Conduct post-observation conferences with teachers who have been observed.

Please return the completed instrument to the person in your school who has been designated to be responsible for collection of the Survey.

INSTRUMENT COMPLETED BY TEACHERS

A STUDY OF THE INSTRUCTIONAL LEADERSHIP ROLE OF SOUTHEASTERN SECONDARY SCHOOL PRINCIPALS AS PERCEIVED BY SELECTED SECONDARY SCHOOL PRINCIPALS AND TEACHERS

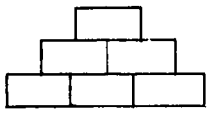


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Snowden Carruthers, Director

C.C.
13
14, 15
16-18



PERSONAL DATA
(Please Circle The Appropriate Response)

INSTRUCTIONS

Please read each of the following items carefully and circle the most appropriate response. Answer all the questions and return the completed instrument to the person in your school who has been designated to be responsible for collection of the Survey.

So that all respondents may remain anonymous, please do not put your name on the instrument.

20	Male Female	SEX
21	21-30 31-40 41-50 51-60 60+	AGE
22	No Degree BA/BS MA/MS Ed.S. MA+45 Ed.D. Ph.D.	EDUCATIONAL BACKGROUND
23	1-3 4-6 7-9 10-12 13+	TOTAL YEARS TEACHING EXPERIENCE
24	1-3 4-6 7-9 10-12 13+	TOTAL YEARS IN THIS SCHOOL
25	Not on Tenure On Tenure	TENURE STATUS
26	Public Private Parochial Church Affiliated	SCHOOL CLASSIFICATION
27	9-12 10-12 Other	ORGANIZATION (Grades Inc.) If Other, Specify Grades Included: _____
28	Inner City Rural Small Town Suburban	SCHOOL LOCATION
29	Principal Assistant Principal Department Head Supervisor	WHO DO YOU FEEL SHOULD BE THE INSTRUCTIONAL LEADER OF YOUR STAFF?

INTRODUCTIONS

PLEASE CIRCLE THE APPROPRIATE RESPONSE.

PRECEDE EACH STATEMENT WITH **MY PRINCIPAL:**

	Never	Rarely	Often	Always	Not Applicable	
31	1	2	3	4	5	Assesses the needs of staff, students, and community.
32	1	2	3	4	5	Helps to establish goals and objectives for the curriculum.
33	1	2	3	4	5	Provides for faculty, parent, and student involvement in setting goals for the curriculum.
34	1	2	3	4	5	Consults with the community when planning curriculum.
35	1	2	3	4	5	Seeks advice from teachers on curriculum matters.

CONT.

C.C.	Never	Rarely	Often	Always	Not Applicable	PLEASE CIRCLE THE APPROPRIATE RESPONSE. PRECEDE EACH STATEMENT WITH **MY PRINCIPAL:**
36	1	2	3	4	5	Utilizes teachers' expertise in recommending curriculum committee assignments.
37	1	2	3	4	5	Consults with specialists to help determine the appropriateness of curriculum design, organization, or content.
38	1	2	3	4	5	Consults with students on curriculum decisions which will ultimately affect students.
39	1	2	3	4	5	Is involved in monitoring the curriculum development process during the implementation stage.
40	1	2	3	4	5	Encourages teachers to participate in local curriculum development and revision activities.
41	1	2	3	4	5	Initiates staff development activities pertaining to curriculum planning and development.
42	1	2	3	4	5	Establishes a climate in which curriculum change and innovation are encouraged.
43	1	2	3	4	5	Assists teachers in establishing instructional goals and objectives for their classes.
44	1	2	3	4	5	Assists teachers in setting classroom goals and objectives that are consistent with those of the school.
45	1	2	3	4	5	Encourages teachers to keep and use written plans for instruction.
46	1	2	3	4	5	Provides opportunities for teachers to participate in planning instructional policies of the school.
47	1	2	3	4	5	Seeks faculty consultation in instructional decision making.
48	1	2	3	4	5	Encourages each teacher to try new instructional methods.
49	1	2	3	4	5	Organizes teachers' schedules to provide them with planning time.
50	1	2	3	4	5	Assists teachers with the organization of special instructional activities for students.
51	1	2	3	4	5	Assists teachers in identifying alternatives for students who require specialized instruction.
52	1	2	3	4	5	Consults with teachers before organizing the students into classes or sections for the coming semester or year.
53	1	2	3	4	5	Assists teachers in the selection of instructional materials and activities.
54	1	2	3	4	5	Involves teachers, pupils, and curriculum consultants in planning for instruction.
55	1	2	3	4	5	Attempts to make teachers aware of what constitutes the hidden curriculum.
56	1	2	3	4	5	Demonstrates knowledge about instructional methods and materials.
57	1	2	3	4	5	Brings in supervisory and consultant help in areas in which he/she does not feel competent.
58	1	2	3	4	5	Is easily accessible to teachers and/or students with instructional problems.
59	1	2	3	4	5	Is open to the suggestions of faculty members concerning instructional practice and procedures.

CONT.

C.C.	Never	Rarely	Often	Always	Not Applicable	PLEASE CIRCLE THE APPROPRIATE RESPONSE. PRECEDE EACH STATEMENT WITH **MY PRINCIPAL:**
60	1	2	3	4	5	Is willing to discuss with teachers the strengths and limitations which he/she observes.
61	1	2	3	4	5	Observes in classrooms with the primary purpose of providing suggestions for instructional improvement.
62	1	2	3	4	5	Helps teachers to identify and use the special services available within the district or system.
63	1	2	3	4	5	Prescribes specific activities for teachers based on identified needs for improvement.
64	1	2	3	4	5	Attends departmental or grade level meetings so that he/she may be better informed about the instructional program.
65	1	2	3	4	5	Keeps abreast of current instructional and supervisory techniques.
66	1	2	3	4	5	Conducts pre-observation conferences with teachers whose classrooms are to be observed.
67	1	2	3	4	5	Objectively evaluates a wide range of teaching styles.
68	1	2	3	4	5	Uses specific criteria for evaluating classroom instruction.
69	1	2	3	4	5	Observes in classrooms with the primary purpose of suggesting retention or dismissal of the teacher.
70	1	2	3	4	5	Involves students and community in evaluating the instructional program.
71	1	2	3	4	5	Attempts to obtain information on the degree to which classroom goals and objectives are attained.
72	1	2	3	4	5	Helps teachers evaluate the instructional materials and activities used in their classrooms.
73	1	2	3	4	5	Asks teachers to evaluate the quality of supervisory help he/she is providing.
74	1	2	3	4	5	Conducts post-observation conferences with teachers who have been observed.

Please return the completed instrument to the person in your school who has been designated to be responsible for collection of the Survey.

SHADOWLAWN MIDDLE SCHOOL
4734 Shadowlawn Rd.
Route 2
Snowden Carruthers
Principal
Arlington, Tennessee 38002

February 15, 1977

The Southern Association of Colleges and Schools recently chose your school as one of eighty randomly selected southern secondary schools that we hope will participate in a study of "How Secondary School Principals and Teachers Perceive The Secondary School Principal As The Instructional Leader Of His Staff."

As you will notice on the attached card, your principal asked that you serve as the faculty contact person for this study. In the original mail out we asked that he/she acquaint you with the steps that would be involved in your participation. Since we know that your schedule is quite busy, every effort has been taken to provide an instrument that is easily understood and administered. Your participation as contact person will involve the following steps:

1. You will receive the instruments during the week of February 14-18.

2. Disseminate and collect the completed instruments during the week of February 21-25.
   **A. The BLUE instrument is to be completed by the Principal. (Asst. Principals are not included in the study.)
   **B. The _____ instruments should be completed by all faculty members.

3. The instruments are self-explanatory and require the respondents to circle the appropriate response to each question. They can easily be completed in ten to fifteen minutes.

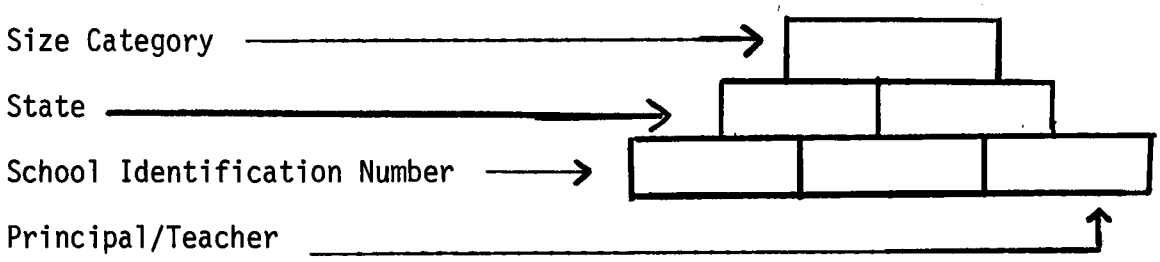
4. Be sure to emphasize that all respondents should not put their names anywhere on the instrument so that they may remain anonymous.

**5. Please collect all instruments and have them in the mail by Friday, February 25. Enclosed is a self addressed, stamped envelope. This date is important since computer time has been reserved for early March.

Upon completion of the study you will receive a summary of the data. Once again let me emphasize that without your aid, this study would not be possible. Thank you so much for your help.

Sincerely,
(signed) Snowden Carruthers
Snowden Carruthers

EXPLANATION FOR CODING FOR C. C. 13-18



C.C. 13 - School Size Category

1. Under 500 Students
2. 501-1000 Students
3. 1001-1500 Students
4. Over 1500 Students

C.C. 14, 15 - State

01 - Alabama
02 - Florida
03 - Georgia
04 - Kentucky
05 - Louisiana
06 - Mississippi
07 - North Carolina
08 - South Carolina
09 - Tennessee
10 - Texas
11 - Virginia

C.C. 16, 17 - School Identification Numbers

Numbers Run 01 - 59

C.C. 18 - Principal/Teacher

1. Principal
2. Teacher

NARRATIVE FLOW CHART FOR THE INSTRUMENT AND INSTRUCTIONS FOR TABULATION OF DATA

"A Study of the Instructional Leadership Role of Southeastern Secondary School Principals as Perceived by Selected Secondary School Principals and Teachers"

by

Snowden Carruthers

Explanation and Directions

Section I

1. Frequency count and percent of total using cc 13 sorted over cc 18 sorted over cc 20-29.

2. Frequency count and percent of total using cc 13 sorted over cc (14, 15) sorted over cc 18 sorted over cc 20-29.

3. Frequency count and percent of total using cc 13 sorted over cc (16, 17) sorted over cc 18 sorted over cc 20-29.

Section II

Directions: Chi Square analysis with the following at the .05 level of confidence.

1. cc 13 sorted over cc 18 analyzed with cc 31-74 independently.

2. cc (14, 15) sorted over cc 18 analyzed with cc 31-74 independently.

Section III

Directions: Analyze the following categories by use of Chi Square tests. Use summations of all (total) number 1 selections, number 2 selections, number 3 selections, number 4 selections, and number 5 selections.

Section III (continued)

1. Analyze cc 18 with cc 20 independently with the summation of the categories:
    a. cc 31 through cc 42
    b. cc 43 through cc 55
    c. cc 56 through cc 65
    d. cc 66 through cc 74

2. Analyze cc 18 with cc 21 independently with the summation of the categories:
    a. cc 31 through cc 42
    b. cc 43 through cc 55
    c. cc 56 through cc 65
    d. cc 66 through cc 74

3. Analyze cc 18 with cc 22 independently with the summation of the categories:
    a. cc 31 through cc 42
    b. cc 43 through cc 55
    c. cc 56 through cc 65
    d. cc 66 through cc 74

4. Analyze cc 18 with cc 23 independently with the summation of the categories:
    a. cc 31 through cc 42
    b. cc 43 through cc 55
    c. cc 56 through cc 65
    d. cc 66 through cc 74

5. Analyze cc 18 with cc 28 independently with the summation of the categories:
    a. cc 31 through cc 42
    b. cc 43 through cc 55
    c. cc 56 through cc 65
    d. cc 66 through cc 74

6. Analyze cc 18, response number 1 with cc 27 - compared with - cc 18, response number 2 and cc 26 with the summation of the categories:
    a. cc 31 through cc 42
    b. cc 43 through cc 55
    c. cc 56 through cc 65
    d. cc 66 through cc 74

Section III (continued)

7. Analyze cc 18, response number 1 with cc 29 - compared with - cc 18, response number 2 and cc 27 with the summation of the categories:

    a. cc 31 through cc 42
    b. cc 43 through cc 55
    c. cc 56 through cc 65
    d. cc 66 through cc 74

VITA

Snowden C. Carruthers was born December 16, 1942, at Memphis, Tennessee. His parents are Nathan C. Carruthers and Martha Carruthers. On May 31, 1968, Snowden married Alice Faye Myracle of Memphis, Tennessee.

The writer graduated from Bolton High School, Arlington, Tennessee, in 1960 and received a B.S. degree in Liberal Arts from Bethel College, McKenzie, Tennessee, in August, 1964 with a major in business administration and history, and a minor in education. A Master's degree in educational administration was received in 1969 from The University of Tennessee, Knoxville, Tennessee.

He taught social studies and coached at Winchester Elementary School and Elmore Park Elementary School in Shelby County during 1965-68 and 1969-70. From 1970-73 he served as principal of Lucy Elementary School, Millington, Tennessee, and as administrative assistant of Millington Central High School from 1973-75. He is currently serving as principal of Shadowlawn Middle School, Arlington, Tennessee.

The writer belongs to Phi Delta Kappa, National Education Association, Tennessee Education Association, West Tennessee Education Association, Shelby County Education Association, and the Tennessee Association of Middle Schools.