INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again – beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR

78-3525

MARMION, Roland David, 1941-
A COMPARISON OF ACTUAL AND IDEAL INSTRUCTIONAL LEADERSHIP ROLES FOR URBAN FRINGE ELEMENTARY PUBLIC SCHOOL PRINCIPALS IN MICHIGAN.

Michigan State University, Ph.D., 1977
Education, administration

University Microfilms International, Ann Arbor, Michigan 48106

Copyright by

ROLAND DAVID MARMION

1977

A COMPARISON OF ACTUAL AND IDEAL INSTRUCTIONAL LEADERSHIP ROLES FOR URBAN FRINGE ELEMENTARY PUBLIC SCHOOL PRINCIPALS IN MICHIGAN

By

Roland David Marmion

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1977

ABSTRACT

A COMPARISON OF ACTUAL AND IDEAL INSTRUCTIONAL LEADERSHIP ROLES FOR URBAN FRINGE ELEMENTARY PUBLIC SCHOOL PRINCIPALS IN MICHIGAN

By

Roland David Marmion

Purpose of the Study

This study was conducted to determine if significant differences exist between the actual perceptions of and the ideal expectations for the instructional leadership role of urban fringe elementary school principals as perceived by themselves, their elementary teachers and their superintendents. Additionally, the study was designed, through inclusion of interviews with elementary principals, to reflect an added dimension and clarification of the elementary principal's instructional leadership role in relation to the total building administrative role.

Methodology

A sample size of eighteen elementary principals was determined as being sufficiently large for the desired statistical treatment, while remaining small enough to permit personal interviews to be conducted at school locations.

From a population of one hundred thirty urban fringe school districts, twenty-five districts were randomly selected to form a district pool from which to randomly select eighteen elementary principals. The selected principals were contacted by telephone in consecutive order until one principal from each of eighteen school districts had agreed to participate in the research study. The sample also included the eighteen district superintendents and two hundred twenty-seven participating elementary teachers.

Survey data were collected from all participants with the Principal Instructional Leadership Opinionnaire (PILO) developed for this study. Interview data were collected from the eighteen elementary principals with the Task Ranking Deck and the Role Area Time Allocation Worksheet. Personal interviews with the principals produced findings which were then related to the statistically tested data findings.

Actual and ideal instructional leadership scores gathered with the PILO were analyzed to test the first nine hypotheses using dependent *t*-tests. The tenth hypotheses, related to interview data, was tested with Spearman's rank-correlation coefficient.

Conclusions

Based on the findings of this study, the following conclusions have been reached:

1. Elementary principals' ideal instructional leadership role expectations are significantly higher than their actual instructional leadership role perceptions.
2. Elementary principals' actual instructional leadership role perceptions are significantly higher than elementary teachers' actual perceptions of their principals' instructional leadership behavior.
3. Elementary principals' ideal instructional leadership role expectations are significantly higher than actual instructional leadership role perceptions held by superintendents for elementary principals.
4. Elementary principals' ideal instructional leadership role expectations are significantly higher than actual instructional leadership role perceptions held by teachers for elementary principals.
5. Ideal instructional leadership role expectations of superintendents for elementary principals are significantly higher than elementary

principals' actual instructional leadership role perceptions.

6. Ideal instructional leadership role expectations of teachers for elementary principals are significantly higher than elementary principals' actual instructional leadership role perceptions.
7. There is a significant positive correlation between the ideal value elementary principals assign to their role areas and their estimation of the time they spend in these role areas.
8. Elementary principals spend significantly more time in Administration and Office Management role areas than they feel these areas warrant.

Dedicated to the loves of my life--my wife, Pamala; and our sons, David and Rob.

ACKNOWLEDGEMENTS

Sincere appreciation and gratitude are extended to many individuals and groups for their encouragement and contributions throughout this study. Among those acknowledged are:

my wife, Pamala, for sharing her love, encouragement and assistance each day,

my sons, Roland David, Jr. and Robert David, for understanding and enduring my frequent absence,

my committee chairman, Dr. Samuel A. Moore, II, for his friendship, guidance and invaluable assistance throughout my doctoral program,

committee members, Dr. Louis G. Romano, Dr. James E. Snoddy and Dr. Arthur M. Vener, for their willingness to serve,

Dr. Philip A. Cusick, for his advice and council,

my superintendent, Wendell Price Hill, for his encouragement and support,

the Kentwood Board of Education, for granting my sabbatical leave,

my parents, R. D. and Carmen Marmion and Robert and Lola Smith, for their assistance, faith and support,

my family and friends, both old and new, for their companionship and encouragement,

my research consultant, Dr. Marcia Carlyn, for statistical and technical aid, and

administrators and teachers participating in the study.

A reverent thanks is proffered to my Heavenly Father for daily blessings and strength.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Our hope for the future rests on the young! If man is to solve his problems in coming generations, the skills, attitudes, beliefs and ideals capable of success must be developed in our children. Because children are important to the solution of challenges in the future, the development of children is important today. Schools have been increasingly accepting a greater responsibility for the development of the whole child. The issue of the school's responsibility for the development of the future citizen is realized in the expectations and demands given by the parents to teachers and principals. "The principal of the modern American elementary school is important not primarily because of the principal but because the elementary school is so important to our society and its children."[1]

Much of the literature, many experts in the field, and even practicing administrators indicate that instructional leadership for the improvement of instruction is the highest achievement of the supervising principal. Yet,

---

[1]Peter Palmer Mickelson and Kenneth H. Hansen, Elementary School Administration (New York: McGraw-Hill Book Company, Inc., 1957), p. 1.

instructional leadership is an ideal that seems to be one of the first mentioned, most discussed, and least accomplished roles of the elementary principal. Mazzarella states that "No part of the principal's role is debated with more fervor than the role he or she must play in the instructional program."[2] She goes on to comment, "One reason the principal's role in the instructional program is written about with so much fervor is that most principals today have almost nothing at all to do with instruction."[3]

The changing role of the elementary principalship provided the impetus for the development of the present study of the elementary principal's instructional leadership role.

Statement of the Problem

The problem was the apparent incongruity between the actual instructional leadership behavior perceived of elementary school principals and the ideal instructional leadership behavior expected of elementary school principals. The study was designed to compare the actual

---

[2]Jo Ann Mazzarella, "The Principal's Role in Instructional Planning," NAESP, School Leadership Digest, no. 8 (Washington, D.C.: National Association of Elementary School Principals, 1976), p. 7.

[3]Ibid., p. 17.

instructional leadership role perceptions and the ideal instructional leadership role expectations for elementary principals by superintendents, elementary teachers and elementary principals from urban fringe school districts in Michigan. The perceptions and expectations were measured on the Principal Instructional Leadership Opinionnaire (PILO) developed by the researcher.

Statement of the Purpose

The researcher's purpose in this study was to determine if significant differences exist between the actual perceptions of and the ideal expectations for the instructional leadership role of urban fringe elementary school principals as perceived by themselves, their elementary teachers and their superintendents. In addition, it was the researcher's aim, through conducting a semi-structured interview with each elementary principal, to determine an added dimension and clarification of the elementary principal's instructional leadership role in relation to the total building administrative role.

Assumptions

The following assumptions were made when designing the present study:

1. It was assumed that perceptions and expectations of elementary principals, elementary

teachers and school superintendents could be accurately measured.

2. The instruments developed to measure the instructional leadership role perceptions and expectations of elementary principals were assumed to be adequate.

3. It was assumed that participants would accurately express their true feelings about the situations being examined.

4. It was assumed that the elementary principals would accurately and candidly express their thoughts and feelings to the researcher during the semi-structured interviews.

5. It was assumed that the elementary principals' estimation of the amount of time allocated to their role areas would be accurate.

6. It was assumed that the sample is representative, appropriately selected and adequate to permit conclusions and inferences for the population from which it was drawn.

Significance of the Study

Educational theorists, researchers, and practitioners have examined the role of the elementary school principal, and many of them have concluded that the function which should receive the principal's highest priority is instructional leadership. However, dissenters note that "Principals traditionally have experienced difficulty resolving the theory-practice dilemma of improving instruction."[4]

Administrative theory stresses the importance of accurate interpersonal perceptions necessary if organizational goals are to be successfully achieved. Educational goals, likewise, should be more successfully accomplished if the teaching staff's and superintendent's perceptions of their principal's instructional leadership role are congruent. The homogeneity of perceptions and expectations for the instructional leadership role of elementary principals by themselves and their significant colleagues is the major focus of this study.

Additionally, the researcher has investigated current literature treating the present state of the elementary principalship. The rise of teacher militancy during the

---

[4]James A. Hoeh, "Feeling Guilty For Not Being An Instructional Leader? Don't," NASSP Bulletin 57 (November 1973): 7.

1960's hastened an erosion of the authority of the traditional principalship. To varying degrees, principals became confused by the changes, and struggled to define their role among changing roles. Writing in the Phi Delta Kappan, John H. Langer stated:

> It is my personal theory that the principalship will become more a policy making and administrative role, with the curriculum role devolving upon consultants, paid teachers' committees, curriculum supervisors, and others who have more time to spend on thinking about educational improvement.[5]

That there is a continuing need for research which may help establish a clearer definition of the instructional leadership role for elementary principals is evident from the divergent thinking and the burgeoning definitions and redefinitions of the principal's role. It became apparent to the researcher that only by going into the field and asking specific questions about the elementary principal's instructional leadership role, could any meaningful description of an elementary principal's role responsibilities be concluded.

Definition of Terms

The following specific meanings are used for clarification of certain technical terms in this study.

---

[5]John H. Langer, "The Emerging Elementary Principalship in Michigan," Phi Delta Kappan 48 (December 1966): 161.

Elementary School.--Any public school which is organized to include any combination of a majority of grades between kindergarten and grade six.

Elementary Teacher.--Any person possessing a valid teaching certificate who is engaged in the teaching of elementary students within the school.

Elementary Principal.--The full-time administrative head of an elementary school who is responsible for the supervision of learning within the school.

School District.--A system of public schools under the direction of a single administrative staff and a single local board of education which is organized to include all grades from kindergarten through grade twelve.

Superintendent.--The chief administrative official responsible for the operation of the school district. In this study, the response from the superintendent's office may have come from the administrative official within the central office charged with the supervision and evaluation of the elementary principals.

Instructional Leadership.--The set of acts or behaviors designed to guide and direct teachers to the formulation and performance of a desired proficiency of instruction.

Urban Fringe.--Any of one hundred thirty (130) public school districts in Michigan with a mailing address of a city or metropolitan core city; or a community within five (5) miles of the center of a city, or within ten (10) miles of the center of a metropolitan core city. (see Appendix A for a more detailed description).

Actual Perception.--Each respondent's perception of the degree to which the specified elementary principal is really involved in the performance of the listed instructional leadership behaviors.

Ideal Expectation.--Each respondent's expectation of the degree to which any elementary principal should be involved in the performance of the listed instructional leadership behaviors.

Task Ranking.--A modified Q-sort of ten (10) described role areas which each elementary principal rank ordered during an interview. Each principal was asked to arrange the ten cards, listing the ten role areas, from most important to least important according to the ideal value a principal should grant these areas to be an effective principal.

PILO-Form P.--The instrument used by each elementary principal to describe the actual perceptions of and

ideal expectations for their instructional leadership role.

PILO-Form S.--The instrument used by each superintendent and participating elementary teacher to describe their actual perceptions of and ideal expectations for their elementary principal's instructional leadership role.

Research Questions Tested in the Study

During the development of the research proposal, research questions were formulated in conjunction with the six possible response variables (Figure 1) for the PILO instruments and the researcher's interviews with the eighteen elementary principals.

FIGURE 1

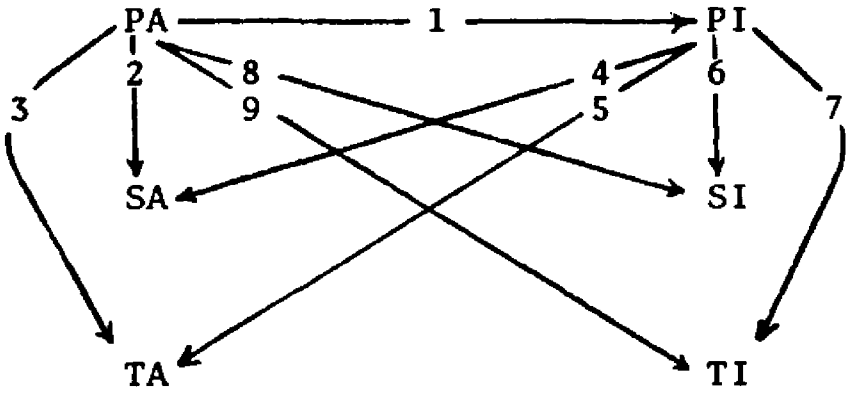
PILO Response Variables

Actual		Ideal	
Principal			
PA	I do	PI	I would like to
Superintendent			
SA	My principal does	SI	My principal should
Teacher			
TA	My principal does	TI	My principal should

With the elementary principal as the unit of interest, the six PILO variables were conjoined to form nine combinations (Figure 2) for the formulation of the first nine research questions.

FIGURE 2

Selected Combination of
PILO Response Variables



The following nine research questions are related to the PILO response variables.

Research Questions

1. How do elementary principals describe their actual (PA) instructional leadership role in relation to their ideal (PI) instructional leadership role?

2. How does the actual (PA) instructional leadership role described by the elementary principal compare with the actual (SA) instructional leadership role described by the superintendent?

3. How does the actual (PA) instructional leadership role described by the elementary principal compare with the actual (TA) instructional leadership role

described by the teachers?

4. How does the ideal (PI) instructional leadership role described by the elementary principal compare with the actual (SA) instructional leadership role described by the superintendent?

5. How does the ideal (PI) instructional leadership role described by the elementary principal compare with the actual (TA) instructional leadership role described by the teacher?

6. How does the ideal (PI) instructional leadership role described by the elementary principal compare with the ideal (SI) instructional leadership role described by the superintendent?

7. How does the ideal (PI) instructional leadership role described by the elementary principal compare with the ideal (TI) instructional leadership role described by the teachers?

8. How does the actual (PA) instructional leadership role described by the elementary principal compare with the ideal (SI) instructional leadership role described by the superintendent?

9. How does the actual (PA) instructional leadership role described by the elementary principal compare with the ideal (TI) instructional leadership role described by the teachers?

In addition to the PILO response, each elementary principal participated in a semi-structured interview (I) with the researcher to describe their total leadership role, rank order the ten defined role areas and indicate the percentage of time they allocate to each role area.

The researcher developed the following research questions which were explored using the information gathered during the interview.

1. How do elementary principals describe their actual (PA) instructional leadership role in relation to their total (I) role?

2. How does the priority elementary principals give to defined role areas correlate to the time allocated to each defined area?

Hypotheses

Nine directional hypotheses related to the PILO data were tested at the .05 level of significance using the *t*-test for dependent groups.

1. Elementary principals rate their ideal instructional leadership role higher than they rate their actual instructional leadership role. (PI>PA)

2. Elementary principals rate their actual instructional leadership role higher than superintendents rate principals' actual instructional leadership role. (PA>SA)

3. Elementary principals rate their actual instructional leadership role higher than teachers rate principals' actual instructional leadership role. (PA>TA)

4. Elementary principals rate their ideal instructional leadership role higher than superintendents rate principals' actual instructional leadership role. (PI>SA)

5. Elementary principals rate their ideal instructional leadership role higher than teachers rate principals' actual leadership role. (PI>TA)

6. Elementary principals rate their ideal instructional leadership role higher than superintendents rate principals' ideal instructional leadership role. (PI>SI)

7. Teachers rate principals' ideal instructional leadership role higher than elementary principals rate their ideal instructional leadership role. (TI>PI)

8. Superintendents rate principals' ideal instructional leadership role higher than elementary principals rate their actual instructional leadership role. (SI>PA)

9. Teachers rate principals' ideal instructional leadership role higher than elementary principals rate their actual instructional leadership role. (TI>PA)

A tenth hypothesis related to the data gathered during the semi-structured interview with each principal was tested at the .05 level of significance using Spearman's rank-correlation coefficient.

10. There is no significant difference between the ideal priority elementary principals give their defined role areas and the amount of time they allocate to the defined role areas.

Methodology

The researcher's dual purposes in the study led to a design involving the use of a survey instrument with each participant as well as a semi-structured interview with

each elementary principal.

The Sample

The sample in this study was selected from the population of one hundred thirty Michigan urban fringe school districts (see Appendix A) identified by the Michigan Department of Education[5] in the fall of 1971. Twenty-five urban fringe school districts were randomly selected from the population of one hundred thirty to form a district pool for the random selection of one elementary principal from each of eighteen school districts. The sample was limited to eighteen elementary principals due to the anticipated large amount of time required to travel to each school district, conduct a semi-structured interview with the participating principal and administer the PILO to the staff.

Procedures

A comparison of The Michigan Education Directory and Buyer's Guide for (1975-1976) and (1976-1977) provided the names of all Michigan urban fringe elementary principals in the same position for at least one school year.

---

[5]Michigan Department of Education, Local District and School Report: Explanatory Materials (Lansing, Michigan: Michigan Department of Education; Research, Evaluation and Assessment Services, [1973]), pp. 31-32.

From these names, one elementary principal (and where possible an alternate) was randomly selected from each of the twenty-five sample pool districts. The selected principals were contacted by telephone in consecutive order until one full-time elementary principal in each of eighteen urban fringe school districts had agreed to participate in the study. With the agreement of each participating principal, the researcher contacted their superintendent to explain the research study, indicate that one of their principals had agreed to participate, request permission to conduct the study in the school district, and request that a survey instrument regarding the principal's instructional leadership role be completed by the central office administrator responsible for the supervision and evaluation of the elementary principal. A letter of confirmation (see Appendix B) was sent to each superintendent along with a PILO, form S (see Appendix C) to be returned to the researcher in an enclosed self-addressed stamped envelope.

Participating principals were again contacted by telephone to schedule a date and time for the personal, semi-structured interview with the researcher, and arrange for a procedure to administer the PILO, form S to the teaching staff. The researcher administered the survey instrument to teachers in sixteen schools, while complications required the staff in two schools to respond at a

later time and return the instrument to the researcher by self-addressed stamped envelopes.

All eighteen districts were retained in the sample with a set of data from each superintendent, principal and elementary teaching staff. The data were programmed using the SPSS Program through the Michigan State University Computer Center. An alpha level of .05 was chosen for use with all hypotheses tested by use of the t-test and Spearman's rank-correlation coefficient.

Overview

In Chapter II the literature and research deemed relevant to this study are reviewed. The first section of Chapter II deals with the historical development of the elementary principalship through five identified stages. In the second section the remaking of the elementary principal is examined, while in the third stage the role of the elementary principalship is analyzed.

The design and method of conducting the study is presented in Chapter III. This chapter includes a description of the source of the data, the design and development of the instruments used to collect the data and the procedures selected to analyze the data.

Chapter IV includes a presentation of the data gathered during the study in both table and descriptive

form. The analysis of the data and a summary of findings conclude the chapter.

The final chapter contains a summary of the entire study, a presentation of the findings, a statement of conclusions and recommendations for further research.

CHAPTER II

A REVIEW OF RELEVANT LITERATURE

Foreword

The literature and research reviewed in this chapter are presented to provide the reader with a general background which will permit a better understanding of this study. The chapter includes a discussion of the historical stages in the development of the elementary principalship. Predating the superintendency, the elementary school principalship provides the longest historical record in American public educational administration.[1] Although change proceeded slowly during the evolution of the elementary principalship, a glimpse back through the developmental stages will give added perspective to the results. The second part of the chapter presents a discussion of challenges involved in the remaking of the principalship. The final section contains a role analysis, including a discussion of theory, perceptions, expectations and the resultant conflict.

---

[1]Department of Elementary School Principals, The Elementary School Principalship in 1968: A Research Study (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1968), p. 5.

The Origin and Development of The Elementary Principalship

Historically, in America the position of principal evolved from the European archetype where the "headmaster"[2] was considered the master teacher of the school. Colonists established forms of education patterned after their European experience. The type of school was not the same in every colony or community, but a common pattern developed after the American Revolutionary War.

The five stages in the development of the elementary principalship identified by Crouch[3] and refined by Stoops and Johnson[4] are:

Stage	Chief Duty
1. One teacher	Teaching
2. Head teacher	Teaching (plus discipline)
3. Teaching principal (part-time)	Teaching (plus reports)

---

[2]American Association of School Administrators, The Right Principal for the Right School (Washington, D.C.: American Association of School Administrators, 1967), p. 14.

[3]Roy A. Crouch, "The Status of the Elementary School Principal," the Fifth Yearbook, (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1926), p. 208.

[4]Emery Stoops and Russell E. Johnson, Elementary School Administration (New York: McGraw-Hill Book Company, 1967), p. 4.

4. Building principal (full time) — Office management

5. Supervising principal (full time) — Supervision of instruction

The progression through these stages has not always been clear or steady, and even today there are principals at almost all stages of development.

One Teacher Stage

The elementary school " . . . is a development of the early colonial rudimentary school of Massachusetts in which the children were taught merely to read and understand the elements of religion."[5] Early educational efforts throughout the colonies can be appreciated by looking at a typical New England town school. Kelly's study of the schoolmasters of seventeenth century Newbury, Massachusetts, describes the establishment of one of the earliest town schools in New England in 1639.[6] Typically, these early New England schools were one room church facilities operated for the teaching of local children by one

---

[5]William C. Reavis, Paul R. Pierce, and Edward H. Stullken, The Elementary School, Its Organization and Administration (Chicago, Ill.: The University of Chicago Press, 1931), p. 1.

[6]Richard Edward Kelly, "The Schoolmasters of Seventeenth Century Newbury, Massachusetts" (Ph.D. dissertation, Michigan State University, 1971), p. 25.

"schoolmaster,"[7] often the Puritan minister.

Kelly indicates that the growth of Newbury, and the subsequent dispersal of the population created a desire for local schools in each section of the town. Parents wanted their children to attend a school close to their home. This situation was resolved by the establishment of a "moving" school with one schoolmaster responsible for teaching in the various local schools at different periods of the year.[8]

The typical school throughout the colonies during the seventeenth and eighteenth centuries was the small " . . . one room, one teacher school. It remained typical in the rural regions which dominated the American scene throughout the nineteenth century."[9] In these one room schools, " . . . one teacher gave all the instruction, kept all the records, and was held absolutely responsible for the success or failure of the school in all educational matters."[10] This form of school was not wholly unlike rural one room schools of today.

---

[7]Ibid., p. 7.

[8]Ibid., p. 291.

[9]Willard S. Elsbree, Harold J. McNally, and Richard Wynn, Elementary School Administration and Supervision (New York: American Book Company, 1967), p. 3.

[10]Crouch, p. 209.

Head Teacher Stage

As towns grew and developed into cities, and more children were enrolled into schools, the need for multi-room facilities created a new stage. The increases in enrollment necessitated the employment of additional teachers to assist in instruction. Accordingly, there was a ranking system developed to identify the leaders. Terms such as " . . . head teacher, chief teacher and principal teacher . . ."[11] were thereafter found in annual school reports.

At times these early head teachers were selected to serve as principal teachers of the school because of their demonstrated superior teaching skills and recognized leadership ability. In other situations, more practical considerations of seniority and physical demeanor prompted selection of the head.

The position of principal teacher was narrow in scope and the principal's tended to be authoritative in style. Principals dealt primarily with " . . . discipline, routine administrative acts, and grading of pupils in the various classrooms."[12]

---

[11]Ibid.

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

In large cities by the nineteenth century, the student population was a great burden on the educational system. The Lancaster Bell monitorial was heralded as a marvelous solution to the problem of overcrowding and the desire for universal education. One teacher, assisted by monitors instructed large groups of children in an organization like an army. Although adopted by New York City in 1806 and promoted as a solution for the problem of mass public education, " . . . it was not long before it was discovered that the monitorial system was a means where by at next to no cost at all a community could secure next to no education at all."[13] The monitorial experiment did stimulate an interest in education and served to assure public support for a public education.

Large schools were divided into grades and a more contemporary school structure was instituted. Pierce cites a Cincinnati Board of Education policy in existence by 1838 which provided for all departments in the school to be under a single head teacher.[14] A year later in 1839 a committee, chaired by the president of the Cincinnati Board of Education, presented the following clarification of duties

---

[13]James H. Dougherty, Frank H. Gorman, and Claude A. Phillips, Elementary School Organization and Management (New York: The Macmillan Company, 1950), p. 15.

[14]Pierce, p. 9.

to the principal teachers:

1. To function as the head of the school charged to his care;

2. To regulate the classes and course of instruction of all the pupils;

3. To discover and defects in the school and apply remedies;

4. To make defects known to the visitor or trustee of the ward or district if he were unable to remedy conditions;

5. To give necessary instructions to his assistants;

6. To classify pupils;

7. To safeguard schoolhouse and furniture;

8. To keep the school clean;

9. To instruct assistants;

10. To refrain from impairing the standing of assistants, especially in the eyes of their pupils and

11. To require the cooperation of his assistants.[15]

In 1859, at the close of Divoll's annual report was included the following set of school board regulations pertaining to the duties of the principal.

> Section 26. The principal teachers shall keep a register in which they shall record the name, age,

---

[15]Pierce, p. 12.

birthplace, residence, and date of admission of each pupil for the first time entered in the public schools and also the name and occupation of the parent or guardian.

Section 27. They shall also make a daily record of the pupils admitted, present, absent or tardy, and at the close of each quarter and the close of the year furnish the superintendent with an abstract of the same according to prescribed forms.

Section 28. The principal shall have a general supervision of the grounds, buildings and appurtenances of the school, and shall be held responsible for any want of neatness or cleanliness on the premises; whenever any repairs are needed he shall give notice thereof to the superintendent.

Section 29. The principal of each school shall furnish the director of the ward in which such school is situated, the names of those pupils whose parents or guardians declare themselves unable to provide said pupils with the necessary school books, and upon satisfactory evidence of such inability, the aforesaid directors shall order such books to be furnished at the expense of the board. It shall be the duty of such principal to account to the board at the end of each quarter for all books and stationery furnished for the use of indigent children.

Section 30. The principal of each school shall as soon as convenient after the commencement of the first quarter furnish the superintendent with a program of the daily exercises of the different rooms.

Section 31. Each principal shall examine the classes of assistants as often as practicable, without neglecting the pupils under his immediate charge.[16]

---

[16]Ira Divoll, Fifth Annual School Report (1859), quoted in Roy A. Crouch, "The Status of the Elementary School Principal," the Fifth Yearbook (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1926), p. 210.

The head teacher or teaching principal as described by Elsbree et. al.,

> typically had a full time teaching load, usually in the upper grades. Such little time as he had for administration was usually devoted to such pedestrian tasks as meting out punishment to misbehaving scholars, monitoring school facilities and equipment, keeping school records, and often performing such janitorial tasks as bringing in firewood, sharpening pen nibs, and cleaning lamp wicks. The principal teacher's usual qualifications for his job were that he was a man, taught the older children, had more seniority, or wielded the hickory stick with more conviction than his colleagues.[17]

Additional responsibilities gradually accumulated until increased time was justified for the principal teacher to deal with administrative duties, an thus the delineation of a new stage.

Teaching Principal Stage

The accumulation of duties expected of principal teachers soon exposed the inadequacy of this role. It proved inefficient to expect a person to attend to the management of a growing school while teaching full time. With the introduction of a grading of students into usually eight levels " . . . during the latter part of the first half of the nineteenth century . . .," the management of the school program became more complex and time demanding.

---

[17]Elsbree, McNally, and Wynn, p. 4.

[18]Reavis, Pierce, and Stullken, p. 1.

It soon became obvious that if teachers were to be supervised and instructed, and students were to be graded, grouped and promoted, the principal would need released time away from the classroom to accomplish the tasks.

By 1857,[19] the principals in some Boston schools were relieved of a portion of their teaching duties to provide time for inspection and examination of classes. A teaching assistant or head assistant took charge of the principal's class during this released time. The partial release of principals from the classroom, described as "the opening wedge"[20] in the development of the contemporary principalship, eventually led to total release from teaching responsibilities in large schools. Full time assignment to management and administration of school programs did not automatically lead to growth of the professional role of principals.

Pierce states that, especially during the period from 1895-1910, " . . . principals were slow individually and as a group to take advantage of the opportunities for professional leadership which were granted them."[21] He supports this by the fact that large numbers of principals

---

[19]Pierce, p. 15.

[20]Crouch, p. 211.

[21]Pierce, p. 21.

" . . . were satisfied to attend to clerical and petty routines, administering their schools on a policy of laissez faire."[22] Seemingly contradictory, Reich refers to this same general period, from 1890 to the end of the First World War as the " . . . golden age of the elementary principalship"[23] primarily due to the autonomy vested in the principal to manage the school program.

Building Principal Stage

Release from formal classroom teaching responsibility and full time assignment to the management of the school led to the acceptance of the principal as the chief administrator of the school. While the organizational structure developed slowly, by the latter part of the nineteenth century, the principals in some large cities were gradually relieved of teaching responsibilities and given full time overall management duties. The crowded conditions of the schools and a large number of poorly trained teachers increased work demands on the principal and led to a role of " . . . directing manager, rather than presiding

---

[22]Ibid.

[23]Jerome R. Reich, "The Principalship: A Brief History," quoted in Jo Ann Mazzarella, The Principal's Role in Instructional Planning, NAESP School Leadership Digest (Washington, D.C.: National Association of Elementary School Principals, 1976), p. 7.

teacher of the school."[24]

Early in the twentieth century, some building principals were concluding that " . . . clerical duties took up much of their time"[25] and that action must be taken to save the principalship from deteriorating into the position of a glorified clerk. "In 1920 under the guidance of the Department of Education at the University of Chicago, and working with elementary principals, a new organization was born."[26] The Department of Elementary School Principals, in affiliation with the National Education Association for nearly fifty years, gave new status to the elementary principalship and fostered a renewed mission for the development of a role as supervisor of the instructional program.

Early efforts and publications by the Department of Elementary School Principals in 1928[27] and 1948[28] stressed

---

[24]Pierce, p. 211.

[25]Albert H. Shuster and Don H. Stewart, The Principal and the Autonomous Elementary School (Columbus, Ohio: Charles E. Merrill Publishing Company, 1973), p. 30.

[26]Ibid.

[27]Department of Elementary School Principals, "The Elementary School Principalship, in the Seventh Yearbook, (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1928).

[28]Department of Elementary School Principals, "The Elementary School Principalship - Today and Tomorrow," in the Twenty-Seventh Yearbook, (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1948).

to elementary principals the importance of being released from teaching responsibilities to permit more time for supervision and staff development as supervising principals. Urban schools, having grown very large because of increased population attracted by "rapid growth of industrial centers,"[29] were adding staff and programs. The Department "was formed to seek answers to the problems"[30] of defining job responsibilities of new staff and principals.

In many smaller schools principals continued, even as some do today, to be burdened with too many clerical and administrative duties to become educational leaders. McCarty, emphasized the yoke of managerial responsibility that developed and has increased for the principal, in his statement, "The modern school administrator is the unfortunate descendent of the teaching principal, an office historically restricted to second-rate clerical duties."[31] While the distinction between the building principal stage

---

[29]Ida G. Sergeant, "Foreword," the Fifth Yearbook, Bulletin of the Department of Elementary School Principals, Arthur S. Gist Editor (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1926), p. 198.

[30]Ibid.

[31]Donald J. McCarty, "Organizational Influences on Teacher Behavior," Selected Readings on General Supervision, James E. Heald, Louis G. Romano, and Nicholas P. Georgiady, eds. (New York: Macmillan Company, 1970), p. 127.

and the supervising principal stage is not absolutely distinguishable, it is generally recognized that the building principal is more completely burdened with administrative duties, and consequently accomplishes limited instructional supervision.

Supervising Principal Stage

The beginnings of instructional supervision can be traced to the rapid growth of large educational systems, and the inability of local school superintendents to make sufficient classroom visits to supervise and evaluate instruction. As early as 1859, principals in selected cities were delegated responsibilities for the "supervision of instruction," and "principals in New York were calling for autonomous schools."[32] Howland maintained in his 1888 Chicago School Report that "The real supervision of teachers and pupils and the healthful activities of the school must now, as ever, rest with the principal who alone can control and direct the daily work and become personally familiar with the progress of the pupils."[33]

Since the inception of the Department of Elementary

---

[32]Shuster and Stewart, p. 29.

[33]George Howland, Thirty-Fourth Annual School Report, City of Chicago, quoted in Roy A. Crouch, "The Status of the Elementary School Principal," the Fifth Yearbook (Washington, D.C.: The Department of Elementary School Principals, National Education Association, 1926), p. 212.

School Principals near the beginning of the twentieth century, the people in principalships have been encouraged and challenged to strive for a higher professional role. Instructional supervision was embraced as the highest and most important priority for the elementary school principal. Improvement of the instructional program[34,35,36] is widely acclaimed not only as the primary responsibility, but the highest opportunity of service for the elementary principal. Yet, while a considerable amount of research[37,38] indicates that principals give instructional leadership a high priority in their list of concerns, few

---

[34]Stuart E. Dean and Harold J. McNally, "The Elementary School Principal," Preparation Programs for School Administrators, eds. Donald J. Leu and Herbert C. Rudman (East Lansing, Michigan: Michigan State University College of Education, 1963), pp. 111-122.

[35]Charles R. Spain, Harold D. Drummond and John I. Goodlad, Educational Leadership and the Elementary School Principalship (New York: McGraw-Hill Book Company, 1967), p. 16.

[36]Emery Stoops and James R. Marks, Elementary School Supervision: Practices and Trends (Boston: Allyn and Bacon, Inc., 1965), p. 78.

[37]Department of Elementary School Principals, "The Principal and Supervision," the Thirty-Seventh Yearbook, The National Elementary Principal (Washington, D.C.: The Department of Elementary School Principals, National Education Association Research Division, 1958).

[38]Department of Elementary School Principals, The Elementary Principalship in 1968: A Research Study (Washington, D.C.: Department of Elementary School Principals, National Education Association, 1968).

appear to act accordingly. Frank[39] found that even though the literature, experts and practicing administrators indicate that the major role of a principal should be that of instructional leadership, his study seemed to indicate that principals are actually giving primary emphasis to clerical and administrative tasks.

Although most of the developmental stages of the principalship are still being exhibited by principals in various localities, the supervising principal stage is generally perceived to be the ideal goal to be attained. How reasonable and realistic this goal is may be determined by the degree of agreement between expectations by principals and their significant others.

Remaking the Elementary Principalship

Role Explosion

The role of the elementary principal is changing,[40] and has over the years expanded to include many subroles[41]

---

[39]Roland G. Frank, "An Analysis of the Communications Patterns of Selected Elementary Principals in Michigan" (Ed.D. dissertation, Michigan State University, 1969), pp. 78-79.

[40]Kenneth A. Tye, "The Elementary School Principal: Key to Educational Change," in The Power To Change, ed. by Carmen M. Culver and Gary J. Hoban (New York: McGraw-Hill Book Company, 1973), p. 25.

[41]Stoops and Marks, p. 79.

which collectively " . . . are directed toward accomplishing the goals of the system."[42] The expansion of educational systems to accommodate the growth in the school population, increased community participation, a broadened curriculum and widened bureaucratic involvement has contributed sizably to the increase of duties and job demands placed on the elementary school principal.

Matthews, describing the expansion of the elementary principal's role during the second decade of the twentieth century said:

> The greater part of the elementary school principal's duties formerly consisted of the management of the routine work necessary to keep the school in operation without much attention being given to the activities and needs of the community, but in the last generation the increase in the number of supervisors of special subjects, the creation of bureaus and departments of education, the demands of the public to know more about our school system, and our efforts to coordinate and socialize the school have added to the work of the principal.[43]

Today's principals are as busy as ever! However, while most elementary principals serve as full-time administrators, and seem to have fulfilled the early goal of the

---

[42]James E. Heald and Samuel A. Moore, II, The Teacher and Administrative Relationships in School Systems (New York: The Macmillan Company, 1968), p. 206.

[43]Nora A. Matthews, "The Michigan Elementary School Principal and His Growth in the Profession," the Second Yearbook (Lansing, Michigan: Department of Elementary School Principals, Michigan Education Association, 1928), p. 138.

Department of Elementary School Principals to rid the principalship of teaching responsibilities, they have not generally accomplished the goal of instructional leadership. McNally, summarizing The National Elementary Principal Chautauqua Series, said:

> For a variety of reasons, which are often (perhaps even usually) beyond the principal's control, principals are not exercising to any considerable degree the instructional and leadership function that is widely agreed to be their most important responsibility.[44]

That the elementary principal's role is complex, cluttered and often unmanageable is forcefully illustrated by Goldhammer's statement from the same series:

> . . . we've expected the administrator, particularly the elementary school administrator, to be all things. . . . The good Lord himself couldn't perform all the roles that have been expected of elementary school principals.[45]

Keller says:

> Regrettably, it has become a fact of life for most principals that they are expected to handle with dispatch every problem that might interfere with the efficient operation of the school. . . . All too many principals, by caring equally about all the little things that take place in the school, reduce the improvement of instruction to

---

[44]Harold J. McNally, "Summing Up," The National Elementary Principal 54 (September, October 1974): 8.

[45]Paul L. Houts, "A Conversation with Keith Goldhammer," The National Elementary Principal 53 (March, April 1974): 28.

a filler in their daily activities.[46]

In attempting to handle everything, the principal risks fighting little fires and never making time to accomplish the priorities, if in fact priorities are even established.

Role Ambiguity

The complex nature of the elementary principal's role perpetuates a general ambiguity that may warrant the primary attention of the profession. Mitchell, in a study fittingly subtitled "A Look at the Overlooked," emphasized that the role of the principal needs increased clarification if principals are to serve as educational leaders. Having been given subroles that sometimes conflict, Mitchell states, "The principal today is a man caught in the middle."[47] In the middle of school demands, parent expectations, board policy, teacher militancy, collective bargaining and a host of changing curricular innovations.

Langer, writing in the Phi Delta Kappan, stated that due to the period of radical change in public education during the last two decades, "The principals themselves appear to be confused and concerned about the role

---

[46]Arnold J. Keller, "Inside the Man in the Principal's Office," The National Elementary Principal 53 (March, April 1974): 23.

[47]Donald P. Mitchell, Leadership In Public Education Study, A Look At The Overlooked (Washington, D.C.: Academy for Educational Development, Inc., 1972), p. 15.

to be allotted them."[48]

In a national study of the problems perceived by elementary school principals conducted under the direction of Keith Goldhammer, Becker et al., found that " . . . the role of the elementary school principal is not well defined."[49] Related to the area of administrative leadership, "role identification,"[50] was identified as the major problem for administrators. Describing foreseeable problems, the study revealed that many elementary school principals

> . . . are not confident of their ability to cope with the many problems they expect to encounter as the nature of elementary education changes. They feel overworked. But they expect to be forced to assume even greater responsibilities in the future and they fear they will be deprived of the authority to fulfill these responsibilities. They are uncertain of their future and feel a critical need to define more clearly their increasingly ambiguous role and responsibilities.[51]

The present role for principals appears to require proficiency or expertise in everything from plant

---

[48]John H. Langer, "The Emerging Elementary Principalship in Michigan," Phi Delta Kappan 48 (December 1966): 161.

[49]Gerald Becker et al., Elementary School Principals and Their Schools, Beacons of Brilliance & Potholes of Pestilence (Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1971), p. 56.

[50]Ibid., p. 53.

[51]Ibid., pp. 154-155.

management to instructional leadership with a lot of area in between with which to become preoccupied. The challenge for the profession is to identify and designate a reasonable role for the elementary school principal, and therefore " . . . decide whether principals should be educational leaders or organizational managers."[52]

Role Priorities

Most of the relevant literature, and many experts and administrators in the field indicate that instructional leadership for the improvement of instruction is the highest achievement of the supervising principal. Agreeing that managerial responsibilities are important, Hansen and Mickelson stress that, "Far more important to his real success and worth as a principal is his direct and indirect instructional leadership in the school program."[53]

Harrison states that while there are things a principal could do, should do and must do, "The principal's many responsibilities must never be allowed to inhibit his

---

[52]Albert H. Shuster, "Going It Alone: The Autonomous School," The National Elementary Principal 53 (March, April 1974): 53.

[53]Peter Palmer Mickelson and Kenneth H. Hansen, Elementary School Administration (New York: McGraw-Hill Book Co., 1957), p. 72.

educational leadership."[54]

Stoops and Johnson write that

> Although the elementary school principal has many roles, none can equal that of being the educational leader of his school. He must never forget this, regardless of the myriad duties which descend upon him.[55]

Trump says that " . . . school improvement demands principals with high priorities on improving instruction along with the right techniques for doing it."[56] McNally adds that "One of the most important things a principal has to deal with is the climate he developes within the school."[57]

According to Hansen, "The public is demanding that the administrator again return to his primary function--enhancer of the learning process through the improvement of and his participation in the instructional program."[58] In

---

[54]Raymond H. Harrison, Supervisory Leadership in Education (New York: American Book Co., 1968), p. 293.

[55]Stoops and Johnson, p. 16.

[56]J. Lloyd Trump, "Principal Most Potent Factor in Determining School Excellence," NASSP Bulletin (March 1972): p. 4.

[57]Harold J. McNally, "The Principalship - A People Business," in The Principal in Prospective ed. by John E. Reisert (Bloomington, Indiana: Indiana University School of Education, March 1968), p. 12.

[58]J. Merrell Hansen, "Administration: Role and Function in Education," NASSP Bulletin 58 (December 1974): 84.

agreement, Jenkins[59] exhorts his fellow principals to return to their original role as master teachers.

Kuralt contends " . . . we've got plenty of rhetoric, but not too much educational leadership."[60] Gilchrist agrees and calls for a new shift in emphasis " . . . that would mean that the major portion of our time be spent on curriculum and instructional leadership."[61]

Just how realistic are these instructional leadership expectations for elementary principals? A good number of dissenters would argue that they are unreasonable and idealistic. Hoeh calls the instructional leadership role of the principal an outdated "charade" and directs principals to work towards the "improvement of learning."[62] Taking a more critical position, Myers says, "I believe, in fact, that the principal is a functionary" in that " . . . almost all significant decisions concerning his

---

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

[60]Richard C. Kuralt, "The Principal's Turn," The National Elementary Principal 53 (March, April 1974): 38.

[61]Robert S. Gilchrist, "A Radical Shift in Emphasis," The Nations Schools 65 (January 1960): 48.

[62]James A. Hoeh, "Feeling Guilty For Not Being An Instructional Leader? Don't.," NASSP Bulletin 57 (November 1973): 7.

role are made for him."[63]

The radical, and in some people's thinking, the unthinkable " . . . possibility of eliminating the principalship . . ."[64] is promulgated by Hoban. He attacks the principalship because of the unrealistic expectations set for the role.

Responding to the dissenters, Wayson counters that, "Even if we should abolish the principal's position, as some critics have proposed, or openly reduce it to that of a mere functionary, we will not abolish the need for quality leadership in every one of America's schools."[65]

The general role of the elementary school principal as an instructional and educational leader is well supported in the literature and research, making only clarification of the role with respect to changing conditions seem justified.

---

[63]Donald A. Myers, "The Chautauqua Papers: A Dissent," The National Elementary Principal 54 (September, October 1974): 18-19.

[64]Gary J. Hoban, "The School Without A Principal," in The Power to Change: Issues for the Innovative Educator, ed. by Carmen M. Culver and Gary J. Hoban (New York: McGraw-Hill Book Company, 1973), pp. 145-146.

[65]William W. Wayson, "Introduction: Chautauqua Series," The National Elementary Principal 53 (March, April 1974): 10.

Roadblocks to Instructional Leadership

The battle of instructional leadership is often won or lost in the mind of the principal. Most of the conditions and roadblocks can be solved or neutralized if a positive attitude is maintained. Principals must personally think through and determine their own philosophy of education and administration from which they can determine what things are important and consistent with this philosophy.

Time is always too short when "every problem is important"[66] and thus the only answer is to set priorities. Rather than use time as an excuse for not accomplishing important jobs, Gilchrist says as administrators, we " . . . must grow hard boiled in the use of our time"[67] and henceforth accomplish our priorities. Principals can learn from Drucker's advice that "Effective executives concentrate on a few major areas where superior performance will produce outstanding results."[68]

Stoops and Marks say "Lack of time, involvement in a myriad of other duties, and a feeling of personal

---

[66]Keller, p. 23.

[67]Gilchrist, p. 48.

[68]Peter Drucker, The Effective Executive (New York: Harper & Row, 1967), p. 24.

inadequacy . . ."[69] have hampered principals in achieving instructional leadership goals. Lack of time may not be the major problem if a principal lacks the confidence to provide instructional leadership.

> It is difficult, indeed to gain credibility as a school's leader if one is inept at, and relatively ignorant of, good classroom teaching procedure. Lacking such skills, the principal is likely to fall back on that which he feels he can do well; that is, paperwork, scheduling and rescheduling, and so forth.[70]

In agreement, Becker et al., found that "The majority of principals are confident of their ability to oversee the routine operation of their buildings, but relatively few have any degree of confidence in their ability to assume a leadership role in instructional improvement."[71]

Keller counters, saying that some school systems discourage principals from concentrating on instruction by generating " . . . an infinite number of clerical tasks that have little relationship to the teaching function. . . . doing so with such mindless zeal that many principals now find themselves drowning in a sea of paperwork." In such a situation the superintendent might find it " . . . convenient to rate a principal on the neatness and

---

[69]Stoops and Marks, p. 80.

[70]Vincent R. Rogers, "A Sense of Purpose," The National Elementary Principal 53 (May, June 1974): 9-10.

[71]Becker et al., p. 9.

promptness of his reports and his allegiance to the organization, rather than on the quality of education in his school."[72]

Likewise, because the management function might be the easiest to evaluate, "The reputation of the principal with his teachers, his administrative superiors and his patrons often rests largely on his effectiveness as a manager and organizer of the school program."[73]

The most discouraging aspect of the role identification problem for principals is that every individual and group views the problem and its solution in a different way. Too many solutions present a problem as complex as having no real solution. The self-determination of priorities, measuring perceptions with expectations, is an imperative if elementary school principals are going to remake the principalship.

The path to the principalship is clearly defined. "Anyone interested in entering the field of school administration must go through an elaborate, ritualistic series of steps. First he must attain the status of teacher."[74] Having once been a successful teacher, the principal is

---

[72]Keller, p. 24.

[73]Mickelson and Hansen, p. 52.

[74]Mitchell, p. 23.

assumed to be capable of instructional leadership. King says "Common to all definitions of the function of instructional leadership is the provision for the 'improvement of teaching.' This means that successful experience as a teacher is basic to effective instructional leadership."[75]

Sarason suggests that "being a teacher for a number of years may be in most instances antithetical to being an educational leader or vehicle of change."[76]

Although principals have shed themselves of classroom responsibilities and would appear to have increased time available for instructional leadership, they have hesitated to venture back into the classrooms as instructional leaders. Sarason contends that principals know what they should be doing, however they experience difficulty discharging their supervisory responsibilities because their " . . . experience as a teacher asserts its strong influence. The principal views going into the classroom for the purpose of evaluation and change as an act that will be viewed by the teacher as a hostile intrusion."[77] The principal may experience role conflict and

---

[75]Martha L. King, "Knowledge and Competence for the Instructional Leader," Educational Leadership 20 (April 1963): 449-452.

[76]Seymour B. Sarason, The Culture of the School and the Problem of Change (Boston: Allyn & Bacon, Inc., 1971), p. 115.

[77]Ibid., p. 120.

guilt because, "Although he has the power to do so, and feels a responsibility to do so, the principal prefers not to visit classrooms, a preference very much shared by teachers."[78]

Role Analysis

The intent of role analysis[79] is to determine what the principal does and what other people think he should do. Role[80] has been defined as a set of expectations, including those held by the principal and those expectations which are held for him by significant others. There is generally variation among not only what a principal does, but also what a principal should be doing. This variation can be the cause of considerable stress to the principal.

Selected Role Theory

Levinson defines role concepts as;

(1) Organizationally given role demands, referring to the complex system of demands, external to the individual that appear to be required by the organization.

---

[78]Ibid.

[79]Alan K. Gaynor, "Preparing the Organization for Effective Response," in Performance Objectives for School Principals: Concepts and Instruments ed. by Jack A. Culbertson, Curtis Henson and Ruel Morrison (Berkley, California: McCutchan Publishing Corporation, 1974), p. 54.

[80]Ibid., p. 55.

(2) Personal role-definition, referring to the individuals adaption into the organization through individual role-conceptions and individual role performance.[81]

In this study the personal role definition of the principal's role was examined from the perspective of principals, their superintendents and their teachers.

Perceptions

The concept of role perception may be seen as the indicator to measure the extent to which given overt behavior was perceived by a selected person or the actual behavior exhibited by a particular elementary principal.

Role perceptions are limited to the extent that the person has sufficient contact with the perceived person. Sarason[82] found that teachers interact with principals far less frequently than one would think, and therefore their perceptions of the role of the principal are based on a narrow sample of experience.

Expectations

Role expectation may be seen as an indicator to determine from selected persons, the degree of

---

[81]Daniel J. Levinson, "Role Personality, and Social Structure in Organizational Settings," Journal of Abnormal and Social Psychology LVIII, No. 2 (March 1959): 170-180.

[82]Sarason, p. 114.

appropriateness and desirability of a given overt behavior. Expanding on Talcott Parson's general concept of role, Stogdill has set forth the following definition: "Expectation, defined as readiness for reinforcement, is a function of drive, the estimated probability of occurrence of a possible outcome, and the estimated desirability of the outcome."[83]

The estimated probability of occurrence of an outcome according to Stogdill,

> . . . refers to an individual's prediction, judgement or guess relative to the likelihood that a given event will occur. The estimated desirability of an outcome consists of an individual's judgement relative to the satisfyingness of, need for, demand for, appropriateness of, or pleasantness or unpleasantness of, a possible outcome.

Stogdill goes on to say that estimates of probability and estimates of desirability are not opposites; rather, they "interact to determine the level of expectation."[84]

Cognitive Dissonance

When a person is unable to rationalize or explain away the incongruence between something they are doing and something they think they should be doing, a type of psychological discomfort arises. From the field of social

---

[83]Ralph M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959), p. 63.

[84]Ibid.

psychology, Leon Festinger calls this discomfort "cognitive dissonance." "Festinger's Theory of dissonance assumes that each individual seeks a state of harmony, of consistency or balance within himself, a state where what he knows and believes is consistent with what he does."[85]

The elementary principalship appears to present a high potential of cognitive dissonance because of the generally high role expectations. Egner, studying perceptions held by elementary principals, found that logical inconsistency was one source of cognitive dissonance.

> It is logically inconsistent to expect the principal, who must handle a mass of administrative routine, to show leadership in curriculum and instruction. The principal who knows and accepts the expectation for leadership behavior and puts a high value on this expectation is going to experience considerable dissonance.[86]

Fearing's study of principal-faculty perceptions concerning the principal's role yielded results that indicate principals and faculty perceptions might frequently be dissimilar. Seeking to test Chester I. Barnard's postulate that inter-personal perceptions must be similar for the efficient operation of cooperative systems, Fearing concluded that either the sample schools were not functioning

---

[85]Joan Roos Egner, "The Principal's Role: Cognitive Dissonance," The Elementary School Journal 67 (February 1967): 276.

[86]Ibid., p. 277.

efficiently or Barnard's postulate needed revision.[87]

Within a few years, Latimer completed a suspiciously similar study of principal and faculty perceptions of the principal's role behaviors. Although identical in word and method in many respects, the results refuted Fearing's findings and indicated support for Barnard's postulate.[88]

It is not sufficient to just analyze role perceptions and expectations to determine the degree of agreement. Realizing that dissonance is present, there is reason to be hopeful that cognitive dissonance can be reduced or eliminated. Egner concludes with an optimistic reminder that "Central to a theory of dissonance is the hypothesis that the psychological discomfort of dissonance will motivate the individual to try to reduce dissonance and achieve consonance."[89]

---

[87]Joseph Lea Fearing, "Principal-Faculty Perceptions of Certain Common and Observable Role Behaviors of the Elementary School Principal" (Ed.D. dissertation, Colorado State College, 1963). (Dissertation Abstracts, Vol. 25, no. 1. Ann Arbor, Michigan: University Microfilms, July 1964, p. 224.)

[88]Lowell Francis Latimer, "The Role of the Elementary School Principal As Perceived by the Faculty and Principal through selected Role Behaviors" (Ed.D. dissertation, University of North Dakota, 1966). (Dissertation Abstracts, Vol. 27, no. 1. Ann Arbor, Michigan: University Microfilms, April 1967, p. 3266-A.)

[89]Egner, p. 279.

Summary

Evolving from a humble but honorable beginning as the headmaster of a one room school, the modern day supervising principalship is an ever changing position. The position has such an abundance of subroles that role ambiguity, brought about by a lack of priorities, has become a major problem. The challenge of a definition of role is heavily dependent on individual principals setting personal priorities and collectively working with the profession to set role priorities.

There is general agreement in the literature, from research and practicing administrators that instructional and educational leadership is the highest and most important role goal for principals. Regrettably, these same sources indicate that the instructional leadership goal is not adequately accomplished. The gap between the expected goal and the achieved behavior appears to produce cognitive dissonance among principals. There is hope that through accurate perceptions and expectations for their role behavior by themselves and from significant others, principals will be able to assess their condition and work for an improved role behavior expectation.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

The researcher's purpose in this study was to determine if significant differences exist between the actual perceptions and ideal expectations for the instructional leadership role of urban fringe elementary school principals as perceived by themselves, their teachers and their superintendents. Additionally, the study was designed, through inclusion of interviews with elementary school principals, to reflect an added dimension and clarification of the elementary principal's instructional leadership role in relation to the total building administrative role.

The present chapter contains a description of the sample, research hypotheses, instrumentation, data collection, procedures for data analysis and summary.

Sample

The sample of eighteen full-time elementary school principals was randomly selected from the target population of elementary principals in the one hundred thirty Michigan urban fringe school districts.

The urban fringe classification[1] developed by the Michigan Department of Education in the Fall of 1971 is defined as any community with the mailing address of a city or metropolitan core city; or a community within five miles of the center of a city; or within ten miles of the center of a metropolitan core city.

Twenty-five urban fringe school districts were randomly selected from the population of one hundred thirty to form a district pool. The sample of eighteen elementary school principals was selected from this pool of urban fringe school districts. A sample size of eighteen was chosen to assure an adequately large N for statistical testing, while avoiding an excessive number of long distance trips to conduct personal interviews.

A comparison of The Michigan Education Directory and Buyer's Guide for (1975-1976) and (1976-1977) provided the names of all Michigan urban fringe elementary school principals in the same administrative position for at least one school year. From these names one elementary principal (and where possible, an alternate) was randomly selected from each of the twenty-five districts in the sample pool.

---

[1]Michigan Department of Education, Local District and School Report: Explanatory Materials (Lansing, Michigan: Michigan Department of Education; Research, Evaluation and Assessment Services, [1973]), pp. 31-32. (See Appendix A for a more detailed description).

The selected and alternate principals were contacted by telephone in consecutive order until one full-time supervising principal in each of eighteen urban fringe school districts had agreed to participate in the study. Principals were contacted in twenty-one school districts before the sample of eighteen was obtained. Three school districts were not included because no principals were either eligible or interested in participating. Sixteen of the participating principals were part of the original randomly selected group, while two principals were selected as alternates. Two principals refused to participate; another principal was ill and unable to participate.

The sample consisted of four female principals (22%) and fourteen male principals (78%), closely approximating the 1976 female/male ratio of Michigan elementary school principals--428 females (20%) and 1678 males (80%).[2]

One hundred percent of the eighteen participating principals and their superintendents responded to the Principal Instructional Leadership Opinionnaire (PILO). All PILO's administered to teachers by the researcher were returned. Building principals distributed PILO's, instructions (see Appendix B) and addressed stamped envelopes to teachers in two schools. More than two-thirds of these

---

[2]Michigan Association of Elementary School Principals, "1975-1976 Salary Analysis," East Lansing, Michigan, Fall 1976. (Typewritten.)

PILO's were returned to the researcher by mail. Total teacher responses exceeded 96%. The summary of response results is illustrated in Table 3.1.

Statistical Hypotheses

Nine research hypotheses related to the PILO data were tested at the .05 level of significance using the *t*-test for dependent groups. Based on the review of relevant literature and the researcher's experience it seemed reasonable to state the following hypotheses in a specific direction:

1. Elementary principals rate their ideal instructional leadership role higher than they rate their actual instructional leadership role. (PI>PA)

2. Elementary principals rate their actual instructional leadership role higher than superintendents rate principals' actual instructional leadership role. (PA>SA)

3. Elementary principals rate their actual instructional leadership role higher than teachers rate

TABLE 3.1

SUMMATION OF PILO RESPONSE

School District Code	Number of Principal Responses	Number of Superintendent Responses	Administrator Return Rate	Number of Teacher PILO's Distributed	Number of Teacher Responses	Teacher Return Rate
1	1	1	100%	8	8	100%
2	1	1	100%	13	13	100%
3	1	1	100%	9	9	100%
4	1	1	100%	12	12	100%
5	1	1	100%	13	9	69%
6	1	1	100%	16	16	100%
7	1	1	100%	13	13	100%
8	1	1	100%	12	8	67%
9	1	1	100%	10	10	100%
10	1	1	100%	14	14	100%
11	1	1	100%	13	13	100%
12	1	1	100%	11	11	100%
13	1	1	100%	14	14	100%
14	1	1	100%	16	16	100%
15	1	1	100%	11	11	100%
16	1	1	100%	17	17	100%
17	1	1	100%	16	16	100%
18	1	1	100%	17	17	100%
Total	18	18	100%	235	227	96.4%

principals' actual instructional leadership role. (PA>TA)

4. Elementary principals rate their ideal instructional leadership role higher than superintendents rate principals' actual instructional leadership role. (PI>SA)

5. Elementary principals rate their ideal instructional leadership role higher than teachers rate principals' actual leadership role. (PI>TA)

6. Elementary principals rate their ideal instructional role higher than superintendents rate principals' ideal instructional leadership role. (PI>SI)

7. Teachers rate principals' ideal instructional leadership role higher than elementary principals rate their ideal instructional leadership role. (TI>PI)

8. Superintendents rate principals'

ideal instructional leadership role higher than elementary principals rate their actual instructional leadership role. (SI>PA)

9. Teachers rate principals' ideal instructional leadership role higher than elementary principals rate their actual instructional leadership role. (TI>PA)

A tenth hypothesis related to the data gathered during the semi-structured interview with each principal was tested at the .05 level of significance using Spearman's rank-correlation coefficient.

10. There is no significant difference between the ideal priority elementary principals give their defined role areas and the amount of time they allocate to the defined role areas.

Instrumentation

Survey Instrument

The Principal Instructional Leadership Opinionnaire used to gather survey data from principals, superintendents and teachers was developed and field tested specifically for this study.

Design

Development of a conceptual base was required to permit systematic investigation of the concept of perceived and expected instructional leadership behaviors of elementary school principals. A preliminary review of literature led to a realization that instructional leadership is and has been viewed and defined in numerous ways and terms.

For the purpose of the present study, instructional leadership was defined to include behavorial indicants from the following role areas:

1. Curriculum activities,
2. Evaluation,
3. Inservice and
4. School climate.

These indicants, derived from the conceptual base, were placed in statement form and combined to form the Principal Instructional Leadership Opinionnaire (see Appendix C).

The PILO is a fifty-six item survey instrument designed to measure the actual perceptions and ideal expectations for the instructional leadership role behavior of elementary school principals. The instrument contains seven statements for measuring each of the instructional leadership role areas. The first twenty-eight statements are worded to reflect actual perceptions regarding a principal's instructional leadership role behavior. In the

last half of the instrument, the statements are repeated in a form to reflect ideal expectations regarding a principal's instructional leadership role behavior.

Pilot Study

A preliminary form of the Principal Instructional Leadership Opinionnaire (see Appendix C) was field tested in two urban fringe elementary schools not selected in the random sample. Twenty-four PILO's were distributed to teachers during the first week of January 1977. Twenty completed responses were returned to the researcher. During the third week of January 1977, the same teachers were asked to complete the retest form of the same instrument. Eighteen completed retests were returned and matched with the twenty initial responses, yeilding sixteen pairs of scores for computation of a reliability coefficient.

The pilot study revealed that the subjects were generally able to complete the instrument within fifteen minutes and that responding to the instrument did not appear to be threatening to teachers or principals. Most of the respondents included comments and appeared to understand the statements.

The initial fifty-six statements were all retained in the final version with only cosmetic revisions. The Likert-type response format used in the preliminary form of

the PILO was changed from an alphabetical format (see Figure 3) to a numerical format (see Figure 4) and reversed in the final form of the PILO. The other revision changed the placement of the phrase introducing each statement to a single introductory phrase at the top of each page.

FIGURE 3

Initial PILO Response Format

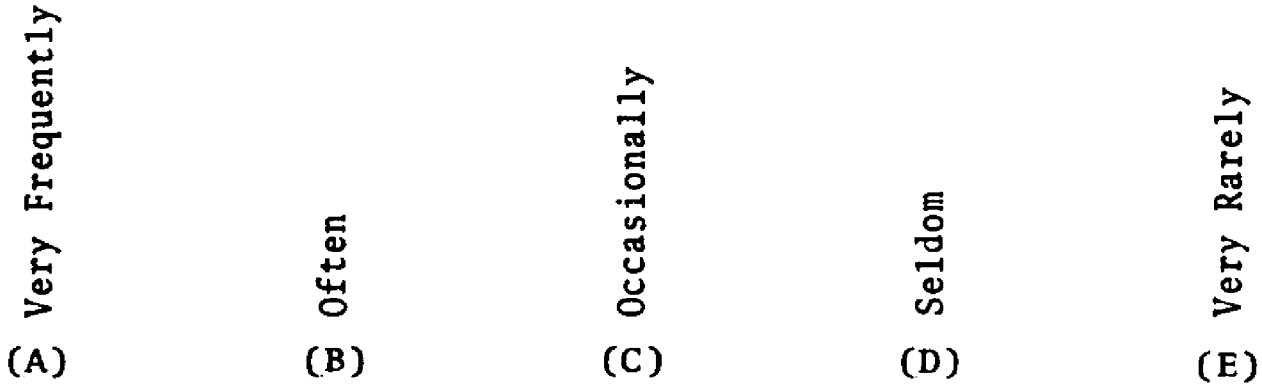
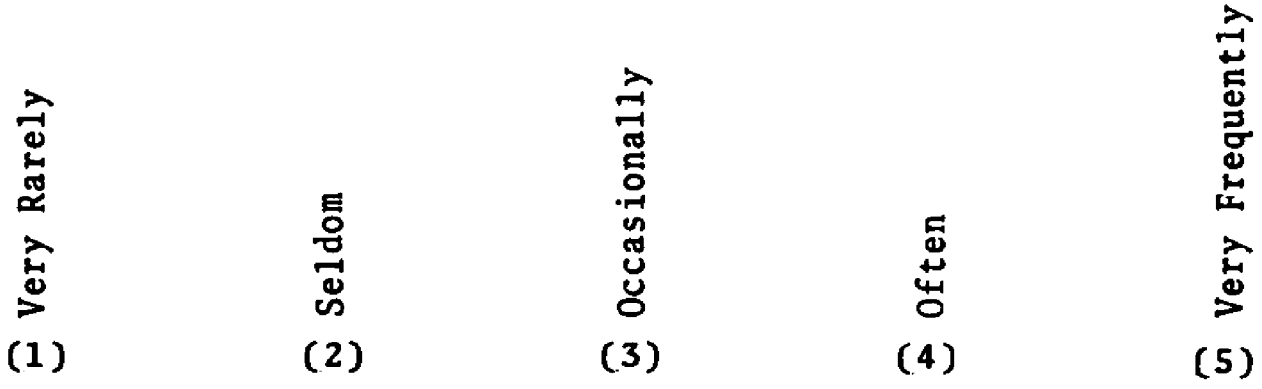


FIGURE 4

Revised PILO Response Format



The revised form of the Principal Instructional Leadership Opinionnaire was produced in PILO-form P to obtain responses from elementary principals, and PILO-form S

to obtain responses from superintendents and teachers. The revised form of the PILO is presented in Appendix C and is assumed to have reasonable content validity.

Reliability

Data from sixteen matched test-retest forms of the PILO were used from the field testing to compute a reliability coefficient for the PILO instrument. Actual scores on the initial test were compared with actual scores on the retest, and ideal scores on the initial test were compared with ideal scores on the retest. Pearson product moment correlation coefficients were determined for each of the two sets of scores.

The actual perceptions of a principal's instructional leadership behaviors, measured by responses to the first twenty-eight statements, appeared to have limited reliability due to a sizable drop in the mean score on the retest. This drop in the mean score probably indicates that teachers notice their principal's instructional leadership behaviors more frequently after having taken the initial test. There appears to be a significant testing effect with regard to the actual perceptions teachers hold of principal's instructional leadership behaviors and a tendency for teachers to give their principal a more favorable rating the second time they were tested.

The Pearson product moment correlation coefficient yields a reliability of .33 with significance at the .1 level. Actual score reliability figures, means and standard deviations are illustrated in Table 3.2.

TABLE 3.2

ACTUAL SCORE RELIABILITY RESULTS
OF THE PILO TEST-RETEST
N = 16

Variable	Means	Standard Deviations	Correlation Coefficients	Probability
Initial Test	38.438	12.775	.33	.10
Retest	36.313	10.104		

The ideal expectations of a principal's instructional leadership behaviors, measured by responses to the last twenty-eight statements, appear to be extremely reliable due to a very small deviation in the mean scores of the test-retest forms. Slight deviation in mean scores indicates that the instrument reliably measures the ideal expectations of a principal's instructional leadership behavior.

The Pearson product moment correlation coefficient yielded a reliability of .83 with significance at the .001 level. Ideal score reliability figures, means and standard deviations are illustrated in Table 3.3.

TABLE 3.3

IDEAL SCORE RELIABILITY RESULTS
OF THE PILO TEST-RETEST
N = 16

Variable	Means	Standard Deviations	Correlation Coefficients	Probability
Initial Test	30.500	10.752	.83	.001***
Retest	30.438	9.550		

***Significant at the .001 level.

The PILO instrument appears to be sufficiently reliable for the sample under study.

Interview Format

The personal semi-structured interview with the eighteen participating principals was designed to provide information to:

1. Compare with their self-perceptions of their actual instructional leadership behavior taken from the PILO.
2. Determine the degree of correlation between the priority that principals give to the defined role areas and the amount of time they allocate to each role area.

The interview stage consisted of the following:

1. Greeting and introduction
2. Explanation of the research problem and instruments
3. Ideal Task Rankings of the ten defined role areas

4. Indication of the percentage of time allocated to each of the ten role areas

5. Discussion and comparison of the Task Rankings with Role Area Time Allocations and a

6. General discussion of the administrator's role.

The ideal Task Ranking was organized as a modified Q-sort with one defined role area and explanation printed on each card. The Q-sort deck is illustrated in Appendix C. Each principal was asked to arrange the ten cards, listing the ten role areas, from most important to least important according to the ideal value a principal should grant these role areas to be an effective principal.

A Role Area Time Allocation Worksheet was developed for recording the principal's estimated recollection of the amount of time allocated to each role area. The worksheet is illustrated in Appendix C.

Data Collection

Survey Data

The twenty-five randomly selected principals from the district pool were contacted by telephone in consecutive order until a sample of one elementary principal from each of eighteen urban fringe school districts had agreed to participate in the research project. Each participating principal was asked to specify the name of the person that

supervises[3] elementary principals in the school district.

Each superintendent, of the eighteen participating principals, was contacted by telephone and told that one of their elementary principals had agreed to participate in the research study. An explanation of the purpose of the study was given to each superintendent, followed by a request for permission to conduct the study in the district. Permission being granted, superintendents were asked to participate by responding to a form of the Principal Instructional Leadership Opinionnaire. All eighteen superintendents agreed to participate and were sent a letter (see Appendix B) confirming the telephone agreement and a copy of the PILO-form S along with a stamped self-addressed envelope.

The eighteen participating principals were again contacted by telephone to schedule a date and time to collect the survey data and conduct the semi-structured interview. Interviews were scheduled during a six week period from January 24, 1977 to March 4, 1977. The data collection plan was to interview the principal and administer the PILO to the principal and teachers during the same school visit. All principals originally agreed to provide time for the researcher to meet with the staff, but later this

---

[3]Superintendent or other designated school official.

was not available in two schools. Severe winter weather during the first two weeks of data collection forced the postponement of the scheduled meeting in three schools. One staff was unable to meet on the day of the interview, requiring the principal to distribute the PILO's to teachers. In another school the principal, preferring not to call a special staff meeting, distributed PILO's to the teachers. Individual instructions (see Appendix B) and self-addressed stamped envelopes were included with each copy of the PILO distributed by the two school principals. In excess of two-thirds of the PILO's distributed to teachers by principals were returned to the researcher. The researcher completed the personal interviews with the eighteen principals by March 2, 1977 and administered PILO's to all principals and the teachers of sixteen schools.

Interview Data

The semi-structured interview with each of the eighteen principals, to gather data to test the tenth hypothesis, required approximately forty minutes to complete. After a greeting and exchange of introductory remarks, each principal was reminded of the purpose of the present research study and shown a copy of the Principal Instructional Leadership Opinionnaire. Next, the principal was given a deck of ten Task Ranking Cards containing the ten defined

instructional leadership role areas organized as a modified Q-sort. After reading each role definition, the principal was asked to arrange the ten cards in rank order, from most important to least important, according to the ideal value a principal should grant these areas to be an effective principal.

The Task Ranking order was recorded by the researcher for comparison with Role Area Time Allocations. A Role Area Time Allocation Worksheet was given to the principal, with directions to recollect and indicate on the worksheet an estimate of the percentage of time allocated to each of the ten role areas during the year.

The principal's attention was next directed to any incongruence between the Role Area Time Allocations and the recorded Task Rankings as a basis for discussion. Commencing with this discussion, with the permission of the principal, the remainder of the interview was tape-recorded for ease of recollection and analysis by the researcher. The remainder of the interview centered around a discussion of the:

1. Reality of the principal as the instructional leader;
2. Practicality of the principal as the instructional leader;
3. Role areas where principals would like to allocate additional time and

4. Roadblocks to a principal realizing ideal role expectations.

Procedures for Data Analysis

Data for the present study were of two types; that collected through survey instruments completed by principals, superintendents and teachers, and data collected during the interview of principals in the form of Task Rankings and Role Area Time Allocations. Additional interview information was used to support statistical findings and lend credence to conclusions and recommendations.

The survey responses on the PILO's were transferred from the instruments to scoring sheets by the researcher and subsequently electronically read and punched on computer cards at the Michigan State University Scoring Office.

Programs for the analysis of data were written for the SPSS Program with the assistance of consultants from the office of Research Consultation in the College of Education at Michigan State University. After consultation it was decided that the nine hypotheses involving survey data should be tested by use of the *t*-test for dependent groups at a .05 level of significance. Spearman's rank-correlation coefficient was selected to test the tenth hypothesis, involving the congruity of the Task Rankings and the Role Area Time Allocations, at a .05 level of significance.

The data were verified and processed through the CDC 6500 Computer at the Michigan State University Computer Center.

Summary

In Chapter III the research design and procedures used to accomplish the present study have been presented. A random sample of eighteen urban fringe elementary school principals, their superintendent and teachers participated in a survey of the actual perceptions and ideal expectations of elementary principals' instructional leadership behavior. These perceptions and expectations were measured on the Principal Instructional Leadership Opinionnaire developed for the present study.

Elementary principals in the sample were interviewed by the researcher after completing a Task Ranking and Role Area Time Allocation Worksheet of ten defined role areas.

Descriptive statistics using the SPSS Package were generated with *t*-tests and a Spearman rank-correlation coefficient through the use of the CDC 6500 Computer at the Michigan State University Computer Center.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The present study was designed to compare the actual instructional leadership role perceptions and the ideal instructional leadership role expectations for elementary principals by superintendents, elementary teachers and elementary principals from urban fringe school districts in Michigan. Survey data were gathered with the Principal Instructional Leadership Opinionnaire (PILO) from two hundred twenty-seven teacher, eighteen principals and eighteen superintendents. Interview data were gathered with the Task Ranking Deck and the Role Area Time Allocation Worksheet during semi-structured interviews with eighteen principals.

The results of the analysis of the data collected with the survey and interview instruments are presented in this chapter. The first nine hypotheses, related to the PILO data, were tested using *t*-tests for dependent groups at an alpha level of .05. The tenth hypothesis, related to the interview data, was tested using Spearman's rank-correlation coefficient at an alpha level of .05. Interview findings were used to complement these data.

Presentation of the Data

Hypothesis 1

Elementary principals rate their ideal instructional leadership role higher than they rate their actual instructional leadership role.

Hypothesis 1 was tested by comparing the average ideal instructional leadership score with the average actual instructional leadership score computed for elementary principals from their PILO responses. The statistical results are shown in Table 4.1 and indicate that the principals' ideal mean score was significantly higher than their actual mean score. Hypothesis 1 was therefore retained.

TABLE 4.1

T-TEST RESULTS FOR HYPOTHESIS 1
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Actual Score	108.389	13.95	5.52	.0005***
Principals' Ideal Score	126.333	14.84		

***Significant beyond the .001 alpha level.

Hypothesis 2

Elementary principals rate their actual instructional leadership role higher than superintendents rate principals' actual instructional leadership role.

Hypothesis 2 was tested by comparing the average actual instructional leadership score of principals with the average actual instructional leadership score given by superintendents for principals. The statistical results of the t-test are shown in Table 4.2 and suggest that the principals' actual mean score was not significantly higher than the superintendents' actual mean score for principals. Hypothesis 2 was therefore not retained.

TABLE 4.2

T-TEST RESULTS FOR HYPOTHESIS 2
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Actual Score	108.389	13.95	-.44	.333
Superintendents' Actual Score	109.944	10.74		

Hypothesis 3

Elementary principals rate their actual instructional leadership role higher than teachers rate principals' actual instructional leadership role.

Hypothesis 3 was tested by comparing the average actual instructional leadership score of principals with the average actual instructional leadership score given by teachers for principals. The statistical results of the t-test are shown in Table 4.3 and indicate that the principals' actual mean score was significantly higher than the teachers' actual mean score for principals. Hypothesis 3 was therefore retained.

TABLE 4.3

T-TEST FOR HYPOTHESIS 3
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Actual Score	108.389	13.95	3.25	.0025**
Teachers' Actual Score	109.944	12.49		

**Significant beyond the .01 alpha level.

Hypothesis 4

Elementary principals rate their ideal instructional leadership role higher than superintendents rate principals' actual instructional leadership role.

Hypothesis 4 was tested by comparing the average ideal instructional leadership score of principals with the average actual instructional leadership score given by superintendents for principals. The statistical results of the t-test are shown in Table 4.4 and indicate that the principals' ideal mean score was significantly higher than the superintendents' actual mean score for principals. Hypothesis 4 was therefore retained.

TABLE 4.4

T-TEST FOR HYPOTHESIS 4
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Ideal Score	126.333	14.84	4.56	.0005***
Superintendents' Actual Score	109.944	10.74		

***Significant beyond the .001 alpha level.

Hypothesis 5

Elementary principals rate their ideal instructional leadership role higher than teachers rate principals' actual instructional leadership role.

Hypothesis 5 was tested by comparing the average ideal instructional leadership score of principals with the average actual instructional leadership score given by teachers for principals. The statistical results of the t-test are shown in Table 4.5 and indicate that the principals ideal mean score was significantly higher than the teachers' actual mean score for principals. Hypothesis 5 was therefore retained.

TABLE 4.5

T-TEST FOR HYPOTHESIS 5
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Ideal Score	126.333	14.84	7.66	.0005***
Teachers' Actual Score	94.639	12.49		

***Significant beyond the .001 alpha level.

Hypothesis 6

Elementary principals rate their ideal instructional leadership role higher than superintendents rate principals' ideal instructional leadership role.

Hypothesis 6 was tested by comparing the average ideal instructional leadership score of principals with the average ideal instructional leadership score given by superintendents' for principals. The statistical results of the t-test are shown in Table 4.6 and suggest that there is no significant difference between the ideal mean scores of principals and superintendents. Hypothesis 6 was therefore not retained.

TABLE 4.6

T-TEST FOR HYPOTHESIS 6
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Ideal Score	126.333	14.84	1.32	.102
Superintendents' Ideal Score	121.222	12.37		

Hypothesis 7

Teachers rate principals' ideal instructional leadership role higher than principals rate their ideal instructional leadership role.

Hypothesis 7 was tested by comparing the average ideal instructional leadership score of principals with the average ideal instructional leadership score given by teachers for principals. The statistical results of the t-test are shown in Table 4.7 and indicate that the teachers' ideal mean score for principals was not significantly higher than the principals' ideal mean score. Hypothesis 7 was therefore not retained and it appeared that the principals' score may be significantly higher than the teachers' scores for principals.

TABLE 4.7
T-TEST FOR HYPOTHESIS 7
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Ideal Score	126.333	14.84	-3.17	.003[a]
Teachers' Ideal Score	115.372	5.77		

[a]Although appearing to be significant beyond the .05 alpha level, results were not in the direction hypothesized.

Hypothesis 8

Superintendents rate principals' ideal instructional leadership role higher than principals rate their actual instructional leadership role.

Hypothesis 8 was tested by comparing the superintendents' average ideal instructional leadership score for principals with the principals' average ideal instructional leadership score given by superintendents for principals. The statistical results of the t-test are shown in Table 4.8 and indicate that superintendents rate principals' ideal score significantly higher than principals rate their actual score. Hypothesis 8 was therefore retained.

TABLE 4.8

T-TEST FOR HYPOTHESIS 8
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Actual Score	108.389	13.95	2.98	.004**
Superintendents' Ideal Score	121.222	12.37		

**Significant beyond the .01 alpha level.

Hypothesis 9

Teachers rate principals' ideal instructional leadership role higher than principals rate their actual instructional leadership role.

Hypothesis 9 was tested by comparing the teachers' average ideal instructional leadership score for principals with principals' average actual instructional leadership score. The statistical results of the t-test are shown in Table 4.9 and indicate that teachers rate principals' ideal score significantly higher than principals rate their actual score. Hypothesis 9 was therefore retained.

TABLE 4.9

T-TEST FOR HYPOTHESIS 9
N = 18
One Tailed Probability

Variable	Mean	Standard Deviation	t Value	P
Principals' Actual Score	108.389	13.95	2.20	.021*
Teachers' Ideal Score	115.372	5.77		

*Significant beyond the .05 alpha level.

Hypothesis 10

There is no significant difference between the ideal priority elementary principals give their defined role areas and the amount of time they allocate to the defined role areas.

The tenth hypothesis, related to data gathered during the interviews with principals, was tested with Spearman's rank-correlation coefficient. Differences between Task Rankings and Role Area Time Allocation Ranks were analyzed by computing a Spearman rank-correlation coefficient (r_s) for each principal. Each of the eighteen correlation coefficients was converted to a standard Z score using Fisher's Z-transformation.[1] The eighteen standard scores were averaged producing an average Z score for the group. This average Z score was then transformed to one r_s score in order to obtain the average r_s score for the eighteen principals (see Table 4.10).

An average r_s score of .758 significant at the .02 alpha level was obtained for the eighteen principals. This r_s value indicated that a significantly positive relationship existed between elementary principals' ideal Task Rankings and their Role Area Time Allocations. This high

---

[1]Gene V. Glass and Julian C. Stanley, Statistical Methods In Education and Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 265.

correlation suggested that principals spend most of their time doing things consistent with their ideal role area values and therefore Hypothesis 10 was retained.

TABLE 4.10

COMPUTATION OF SAMPLE r_s
N = 18

Principal By School District Code	r_s	Fisher Z
01	-.079	-.079
02	.800	1.099
03	.803	1.111
04	.612	.712
05	.855	1.274
06	.900	1.472
07	.894	1.442
08	.373	.392
09	.734	.938
10	.736	.942
11	.879	1.372
12	.806	1.116
13	.382	.402
14	.818	1.151
15	.806	1.116
16	.834	1.201
17	.894	1.442
18	.618	.722

$$\bar{Z} = \frac{17.825}{18} = .990 = \bar{r}_s = .758^*$$

*Significant beyond the .05 level.

Additional Analysis

In order to test whether principals ranked the actual time spent on certain role areas significantly different than the rank they ideally would like to assign the role areas, average Task Ranks for the role areas were compared with average Role Area Time Allocations.

Ten *t*-tests for paired samples were performed. A conservative alpha level of .01 was selected for this exploratory analysis. Scores for each role area were not independent of each other. Results are shown in Table 4.11, and indicate that the actual Administration and Office Management role area ranks are significantly higher than the ideal ranks principals indicate as being desirable.

It was concluded that principals spend more time working in Administration and Office Management role areas than they feel the areas warrant.

TABLE 4.11

T-TESTS FOR ROLE AREAS
N = 18

Role Area	Actual Mean	Ideal Mean	Difference	t-value	P
Administration	4.56	6.88	+2.32	-3.55	.002**
Building maintenance	7.81	8.44	+ .63	- .45	.659
Business and finance	8.39	7.50	- .89	+1.30	.212
Curriculum activities	3.14	2.42	- .72	+2.08	.05
Evaluation	3.00	2.44	- .56	+1.69	.109
Inservice	6.42	5.27	-1.15	+2.19	.042
Office management	6.06	7.77	+1.71	-3.00	.008**
Public relations	4.28	3.94	- .34	+1.01	.328
School climate	2.50	2.13	- .37	+ .88	.391
Supply management	8.42	8.00	- .42	+1.37	.187

**Significant beyond the .01 alpha level.

Interview Findings

The interview discussion with each principal centered around the:

1. Role areas where the principal would like to spend additional time;
2. Roadblocks to the principal realizing ideal role expectations;
3. Reality of the principal serving as the dominant instructional leader and
4. Practicality of the principal serving as the dominant instructional leader.

Almost all principals interviewed expressed a desire to devote additional time to some particular role area. The majority, approximately two-thirds, indicated that they would like to do more in the Curriculum and/or Inservice role areas.

Expressions by three principals were typical: "I would definitely like to spend more time in curriculum and inservice." "I'd like to do more in curriculum; I think it's very important." "Inservice is an area we would like to increase."

A few principals also mentioned a desire to increase their involvement in either school climate or evaluation.

When discussing roadblocks to attaining ideal role expectations, most principals expressed a "lack of time" as the primary deterrent. A representative comment was, "I am

definitely not spending time where I'd like to. I think almost any principal would tell you that. There is way too much dealing with office management and administration."

Nearly half of the principals referred to the fact that administration and office management require too much time. Comments were: "Too many times, I think we're given assignments, paperwork, reports and such that are not related to the things that are important." "If they took some of the office stuff away, maybe we could maintain ourselves for instructional leadership." "Lots of times they have meetings for the sake of meeting." "Most of what I do there (administration) is because I have to."

These feelings expressed by a large percentage of elementary principals support the findings in Table 4.11 that principals spend significantly more time in the role areas of Administration and Office Management than they desire.[3]

The reality and practicality of the principal serving as the dominant instructional leader was not totally resolved. The opinions were evenly divided with seven principals expressing support for the role of principal as the instructional leader and seven preferring to be viewed

---

[3]In The Effective Executive (p. 51), Peter Drucker states, "One still gives priority in one's mind and in one's schedule to the less important things, the things that have to be done even though they contribute little."

as staff facilitators rather than instructional leaders.

Supporters said: "I think the principal should be the instructional leader." "It is very practical and realistic to be an instructional leader, not an expert in every area, but overall the principal sets the tone and is a key person." "I very definitely do feel the principal should be the instructional leader; I feel I know how to teach." "Principals are an extension of the teaching staff; they should be resource persons. A principal should set the example by innovating; by actually doing some teaching."

Principals feeling that domination of the instructional leadership area is not their style said: "We are not instructional leaders, but staff facilitators. In essence, we are managers or middle managers. To be really honest, you're a foreman." "A principal can't be the total instructional leader for a building." "Not a master teacher, but a leader in setting climate in the building that sets teachers free to think and imagine." "I was never a teacher; I don't feel comfortable about making suggestions except for the general things."

Four principals were undecided about the practicality and reality of the principal as the dominant instructional leader or failed to express an opinion.

Divergence of opinion and any apparent contradiction with PILO data appeared to center on each principal's

definition of instructional leadership, administrative style or degree of self-confidence permitting domination of the leadership of specific instructional areas. None of the interviewed principals expressed the opinion that principals should not be actively involved with instructional leadership. Variance was expressed only in the degree and style of leadership.

Staff Feedback

In an effort to validate the initial data collection contacts with elementary principals and elementary teachers, and seeking to provide complementary information about the research findings, the researcher revisited two elementary school teaching staffs during May 1977. Eleven teachers, representing over half of the teachers in the two schools, participated in a brief personal interview.

The interview sessions consisted of a discussion of the following:

1. What makes you happy to teach at this school?
2. What makes this a good school?
3. What is the decision making process at this school?
4. What things would you change at this school if you had the power?

Responses to the first two questions are shown in Table 4.12 and Table 4.13.

TABLE 4.12

INTERVIEW RESPONSES TO QUESTION 1
N = 11

Question 1: What makes you happy to teach at this school?

Responses	Number of responses*
Freedom	3
Kids	4
Materials	4
Parents	2
Principal	5
Staff	5

*Some teachers gave two or more responses.

TABLE 4.13

INTERVIEW RESPONSES TO QUESTION 2
N = 11

Question 2: What makes this a good school?

Responses	Number of responses*
Freedom	3
Kids	1
Parents	1
Principal	6
Staff	6

*Some teachers gave two or more responses.

Question three, dealing with the decision making process in the schools, produced quite different responses in each school. The first principal has no formal decision making process, although staff members are consulted before many decisions are reached. Staff members said the principal makes the decisions in their school. They were generally satisfied, but would like to be systematically consulted before decisions involving them are made final.

The second principal provides for a very formal decision making process through a biweekly staff meeting for reaching decisions. Any teacher may present a topic for the agenda one week in advance at the regular staff meeting ordirectly to the principal. During the decision making meeting parliamentary procedures are followed, allowing each interested person an opportunity to voice an opinion prior to a formal vote. Topics of limited interest are delegated to committees for decisions at a later meeting.

Teachers were generally happy with the formal decision making process; They especially like the opportunity for staff input on decisions. The major negative feature is the time consuming discussion that can be tedious on occasion. No teacher expressed a desire for the process to be changed.

Only a few teachers responded to the fourth question reflecting changes they would make at their school if they had the power. The responses indicate that teachers would like their principal to visit in the classrooms more frequently.

Summary

Results of nine directional hypotheses related to survey data and tested with t-tests at an alpha level of .05 are summarized in Table 4.14.

Hypothesis 10

> There is no significant difference between the ideal priority elementary principals give their defined role areas and the amount of time they allocate to the defined role areas.

The tenth hypothesis related to interview data and tested with Spearman's rank-correlation coefficient at a .05 alpha level was retained based on an r_s value of .758, indicating a significantly positive relationship exists between principals' ideal Task Rankings and actual Role Area Time Allocation Rankings.

An experimental analysis of interview role area data tested with t-tests at a conservative alpha of .05 suggested that principals spend significantly more time in

TABLE 4.14

SUMMARY RESULTS OF SURVEY DATA HYPOTHESES

Hypothesis	Tabled Results	Decision	P
Hypothesis 1 (PI>PA)	4.1	Retained	.0005***
Hypothesis 2 (PA>SA)	4.2	Not Retained	.333
Hypothesis 3 (PA>TA)	4.3	Retained	.0025**
Hypothesis 4 (PI>SA)	4.4	Retained	.0005***
Hypothesis 5 (PI>TA)	4.5	Retained	.0005***
Hypothesis 6 (PI>SI)	4.6	Not Retained	.102
Hypothesis 7 (TI>PI)	4.7	Not Retained	.003[a]
Hypothesis 8 (SI>PA)	4.8	Retained	.004**
Hypothesis 9 (TI>PA)	4.9	Retained	.021*

* Significant beyond the .05 alpha level.
** Significant beyond the .01 alpha level.
***Significant beyond the .001 alpha level.
[a]Although appearing to be significant beyond a .05 alpha level, results were not in the hypothesized direction.

Legend for Table 4.14

PA: Principals' actual instructional leadership score.

PI: Principals' ideal instructional leadership score.

SA: Superintendents' actual instructional leadership score for principals.

SI: Superintendents' ideal instructional leadership score for principals.

TA: Teachers' actual instructional leadership score for principals.

TI: Teachers' ideal instructional leadership score for principals.

Administration and Office Management role areas than they feel the areas warrant.

Interview findings from eighteen principals support the conclusion of the experimental analysis, however, principals are equally divided on the reality and practicality of the principal being the instructional leader.

Brief interviews with eleven teachers in two schools revisited two months after data collection tended to validate the findings from the original data.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The researcher's purpose in this study was to determine if significant differences exist between the actual perceptions and ideal expectations for the instructional leadership role of Michigan urban fringe elementary principals as perceived by themselves, their teachers and their superintendents. Additionally, the study was designed, through inclusion of interviews with elementary school principals, to reflect an added dimension and clarification of the elementary principal's instructional leadership role in relation to the total building administrative role.

The relevant literature was discussed in Chapter II. The section on remaking the elementary principalship presented the idea that instructional leadership for the improvement of instruction is the highest form of achievement for principals. Included in the chapter was a discussion of the origin and development of the elementary principalship and a role analysis of the elementary principalship.

A sample size of eighteen elementary principals was determined as being sufficiently large for the desired statistical treatment, while remaining small enough to permit personal interviews to be conducted at school locations. From a population of one hundred thirty urban fringe school districts, twenty-five districts were randomly selected to form a district pool from which to randomly select eighteen elementary principals. The selected principals were contacted by telephone in consecutive order until eighteen principals from eighteen districts had agreed to participate in the research study. The sample also included the eighteen district superintendents and two hundred twenty-seven participating teachers.

Survey data were collected from all participants with the Principals Instructional Leadership Opinionnaire (PILO) developed for this study by the researcher. Interview data were collected from the eighteen principals with the Task Ranking Deck and the Role Area Time Allocation Worksheet. Personal interviews with the principals produced findings which were then related to the statistically treated data findings.

Actual and ideal instructional leadership scores gathered with the PILO were analyzed to test the first nine directional hypotheses using dependent t-tests at an alpha of .05. The tenth hypothesis related to the interview

data was tested with Spearman's rank-correlation coefficient at an alpha of .05. The data were programmed with the SPSS Program for statistical testing at the Michigan State University Computer Center.

Findings

The nine directional hypotheses, related to PILO data, were combined into five groups to facilitate their discussion. As expected, Hypothesis 1 was retained indicating that elementary principals' ideal instructional leadership role expectations were significantly higher than their actual instructional leadership role perceptions. Although no surprise, the results indicated that elementary principals desire to substantially improve and increase their instructional leadership role involvement.

Hypotheses 2 and 6 were not retained suggesting that there was no significant difference between the principals' and superintendents' actual instructional leadership role perceptions or between the principals' and superintendents' ideal instructional leadership role expectations. Although not significant, the superintendents' actual instructional leadership role perception score exceeded the principals' actual instructional leadership role perception score. Two possible explanations for this trend may exist. First, most of the principals tended to be

modest when discussing self-perceptions of their accomplishments during the personal interviews. Secondly, one superintendent commented to his principal that not realizing exactly what the principal did in the instructional leadership role area, he gave his principal the benefit of the doubt and consequently he may have given his principal an unrealistically high actual instructional leadership role score.

Whatever the causes, results of Hypotheses 2 and 6 indicate that there is close agreement between elementary principals and superintendents in relation to the principals' perceived and expected instructional leadership role. Why principal and superintendent perceptions and expectations were congruent can only be speculated. If this is a real condition, then it may be that principals' inter-personal relationships are stronger with superintendents than with their teachers.

Hypotheses 3 and 7 produced significant results, however only Hypothesis 3 was reported because Hypothesis 7 was stated in the opposite direction from what was found to exist. The results of both Hypotheses 3 and 7 are in agreement and suggest that principals perceive their actual and expect their ideal instructional leadership behavior to be significantly higher than their teachers' instructional leadership role perceptions and expectations.

Agreeing with Sarason,[1] that teachers interact with principals far less frequently than one would think, and therefore their perceptions of the role of the principal are based on a narrow sample of experience, the researcher suspected that teachers would hold higher expectations for their principals' instructional leadership role than their principals' self-expectations of the instructional leadership role. The results indicate that this was probably faulty thinking and that in fact it appears that principals' desire to perform at significantly higher instructional leadership role levels than their teachers' expectations for them.

As anticipated, Hypotheses 4 and 5 were retained indicating that elementary principals' ideal instructional leadership role expectations are significantly higher than their teachers' and their superintendents' actual instructional leadership role perceptions. Although somewhat obvious, the significance of the results and the amount of mean difference indicate a very large range of difference between the principals' ideal expectations and their teachers' and superintendents' actual perceptions.

---

[1]Seymour B. Sarason, The Culture of the School and the Problem of Change (Boston: Allyn & Bacon, Inc., 1971), p. 114.

True to expectations, Hypotheses 8 and 9 were retained and indicate that ideal instructional leadership role expectations held by teachers and superintendents for their principals are significantly higher than the principals' actual instructional leadership perceptions. Again, although somewhat obvious, the significance of the results and the amount of mean difference indicate a moderate range of difference between the principals' actual instructional leadership role perceptions and their teachers' and superintendents' ideal instructional leadership role expectations.

Hypothesis 10 related to interview data was retained. An average r_s score of .758 significant at the .02 alpha level indicated that a significantly positive relationship existed between elementary principals' ideal Task Rankings and their Role Area Time Allocations.

Relevant literature and research suggested that principals often have not done what has been expected of them by themselves and others. Surprisingly there was a high correlation between the ideal total role area score and the actual total role area score. This result is encouraging and appears to indicate that, overall, elementary principals satisfactorily accomplish a sizable amount of their role expectations.

In order to test whether principals ranked actual

time spent in certain role areas significantly different than they ideally would like to assign the role areas, average Task Rankings for role areas were compared with average ranked Role Area Time Allocations. Because this procedure was not directly testing Hypothesis 10, a conservative alpha of .01 was selected for this experimental analysis. The researcher hoped that examination of the role area data from a different perspective would reveal significant differences between certain actual and ideal role area scores.

Ten ranked t-tests for paired samples revealed that two actual ranked role area scores were significantly different from the two same ideal ranked role area scores. The finding that principals spend significantly more time than they desire in the role areas of Administration and Office Management supports some research findings and literature. Referring to Chapter II (page 35) of this study, Frank[2] found that his study seemed to indicate that principals are actually giving primary emphasis to clerical and administrative tasks.

Unlike Frank's finding, Administration and Office Management role areas were not ranked highest by elementary

---

[2]Roland G. Frank, "An Analysis of the Communications Patterns of Selected Elementary Principals in Michigan" (Ed.D. dissertation, Michigan State University, 1969), pp. 78-79.

principals in this study. Three of the four instructional leadership role areas, defined in this study as Curriculum Activities, Evaluation, Inservice and School Climate, were ranked highest by participating principals. Only the Inservice role area failed to rank in the top half of the role area rankings, falling just below Public Relations and Administration. School Climate was top ranked, Evaluation second and Curriculum Activities ranked third for a strong representation by the instructional leadership role areas. This finding lends support to much of the literature suggesting that principals consider instructional leadership for the improvement of instruction as their highest achievement and greatest responsibility.

Interview findings revealed that most elementary principals desire to increase their involvement in instructional leadership role areas. Nearly half of the principals indicated that they spend too much time in the role areas of Administration and Office Management.

It was puzzling to the researcher that elementary principals' and superintendents' perceptions and expectations would be most alike, when most principals indicated during the interviews a desire to be more involved in instructional leadership areas at the deprivation of Administration and Office Management. Why do teachers observe, expect and desire less instructional leadership by

principals than superintendents? Is this really the situation or is it a matter of differences in perceptions and reasonable expectations? The instruments employed were unable to gather data to determine the degree that teachers or superintendents desire their principals to serve as the instructional leader in the school.

Principals' interview responses indicated that they remain undecided about the practicality and reality of being the instructional leader. Seven of the eighteen principals support the philosophic concept of the principal being the instructional leader. Another seven principals do not think it is practical to be the instructional leader, preferring to be staff facilitators. Four principals were undecided about the practicality and reality of the principal serving as the instructional leader or failed to express an opinion.

Results indicate that the concept of the elementary principal serving as the instructional leader for the teaching staff is only moderately supported by principals. It appears that role ambiguity will continue for the instructional leadership role until one philosophic position, either the principal as the instructional leader or the principal as a staff facilitator, dominates the other.

Most principals favoring the staff facilitator philosophy were not willing to accept the idea of

principals being mere functionaries or managers. This refuted a dissenting opinion in the literature.

A majority of the eleven teachers interviewed on a revisit at two sample schools were very supportive and complimentary of their principals. Although positive critical suggestions were given, the researcher was encouraged by the presence of a happy staff and a positive school climate. The principals were highly regarded and were given much of the credit for the good school and the positive school climate.

Conclusions

It was concluded from the survey data gathered and analyses performed that elementary principals desire to significantly improve their instructional leadership from their present level of accomplishment. Additionally, it was concluded that principals perceive their level of instructional leadership as being significantly higher than teachers perceive principals' instructional leadership behavior. It appears that principals may desire to improve their instructional leadership beyond the expectations teachers indicate as desirable. Principals desired an instructional leadership level significantly higher than teachers' and superintendents' perceptions of the present level of instructional leadership. Finally, teachers'

and superintendents' desired instructional leadership expectations were significantly higher than the principals' actual perceived accomplishments.

It was concluded from interview data that principals' overall actual and ideal role areas are highly correlated. This high correlation does suggest that a low level of cognitive dissonance prevails among elementary principals, but does not indicate an accurate measure of job satisfaction or happiness. Principals indicated during interviews that they would like to spend less time in Administration and Office Management and more time in instructional leadership areas.

There appears to be a genuine desire among principals to improve instructional leadership effectiveness even though all principals do not desire to function as a dominant instructional leader. This being the case, it was concluded that principals must develop an expertise in curriculum areas allowing for credible instructional leadership.

It is hoped that this research study may assist and encourage elementary principals to examine their instructional leadership philosophy and function. Likewise, as one reenters college for advanced training in administration, it is hoped that one will be exposed to the opportunity for development of instructional leadership expertise.

Recommendations

The findings in this study indicated that instructional leadership is a desired and expected role for elementary school principals. However, because this study was necessarily limited in scope, generalizations should be limited to the described or similar population. In this light, the following recommendations are made:

1. Additional research studies should be undertaken to verify, refute and/or complement the findings of this study.
2. Instruments should be developed that will measure instructional leadership without relying exclusively on perceptions and expectations.
3. Research studies should be undertaken to explore the variables and conditions at schools where the principal's and the teachers' instructional leadership role perceptions and expectations are congruent.
4. Research studies should be undertaken to explore variables and conditions in school districts where the principals' and the superintendent's instructional leadership role perceptions and expectations are congruent.

5. A replication of this study might be made involving the population of all elementary school principals in Michigan or the population of principals from school districts in different community type classifications.

6. A study should be undertaken to investigate the need for an administration preparation program for career building administrators with appropriate emphasis on instructional leadership.

7. A study should be undertaken to investigate the degree of self-confidence and expertise exhibited by elementary principals in instructional leadership role areas.

8. Variables and conditions such as leadership style and staff morale should be investigated in buildings where the principal serves as an instructional leader.

9. Variables and conditions such as leadership style and staff morale should be investigated in buildings where the principal serves as a staff facilitator.

APPENDICES

APPENDIX A

CLASSIFICATIONS

APPENDIX A

DEFINITIONS OF COMMUNITY TYPE

1. Metropolitan Core Cities:

Communities are classified as Metropolitan Core Cities if they meet at least one of the following criteria:

(a) the community is the central city of a Michigan Standard Metropolitan Statistical Area; or

(b) the community is an enclave within the central city of a Michigan Standard Metropolitan Statistical Area.

(c) the community was previously classified as a Metropolitan Core City.

Note: The U.S. Census Bureau defines the central city of a standard Metropolitan Statistical Area as those cities named in the titles of the Standard Metropolitan Statistical Area. (See U.S. Department of Commerce, Statistical Abstract of the United States [Washington: Bureau of the Census, 1968], p. 2.)

2. Cities:

Communities are classified as Cities if they have a population of 10,000 or more and have not been classified as a Metropolitan Core City or Urban Fringe.

3. Towns:

Communities are classified as Towns if they have a population of 2,500 to 9,999. Rural communities impacted by large military installations nearby are also classified as Towns.

4. Urban Fringe:

Communities are classified as Urban Fringe, regardless of their size, if they meet at least one of the following criteria:

(a) the mailing address of the community is a Metropolitan Core City or a City unless it is on a RFD Route; or

(b) the community is within ten miles of the center of a Metropolitan Core City; or

(c) the community is within five miles of the center of a city.

5. Rural:

Communities are classified as Rural if they have a population of less than 2,500, or if their address is an RFD Route of a Town, City, Urban Fringe, or Metropolitan Core, and they lie outside the perimeter defined above under Urban Fringe.

APPENDIX A

MICHIGAN K-12 SCHOOL DISTRICTS CLASSIFIED AS URBAN FRINGE

Allen Park Public Schools
Atherton Community School District
Avondale School District
Bangor Township Schools
Bath Community Schools
Bedford Public School District
Beecher School District
Bendle Public School District
Bentley Community School District
Berkley City School District
Bloomfield Hills School District
Brandywine Public School District
Bridgeport Community School District
Buena Vista School District
Bullock Creek School District
Carman School District
Carrollton School District
Center Line Public Schools
Cherry Hill School District
Chippewa Valley Schools
City of Troy School District
Clarenceville School District
Clawson City School District
Clintondale Public Schools
Comstock Public Schools
Comstock Park School District
Corunna Public School District
Crestwood School District
Davison Community Schools
De Witt Public Schools
Dearborn City School District
Dearborn Heights School District 7
Dexter Community School District
East Grand Rapids Public Schools
East Detroit City School District
East Jackson Public Schools
East Lansing School District
Ecorse Public School District
Essexville Hampton School District
Farmington Public School District

Ferndale City School District
Fitzgerald Public Schools
Flushing Community Schools
Forest Hills Public Schools
Fraser Public Schools
Fruitport Community Schools
Galesburg Augusta Community School District
Genesee School District
Godfrey Lee Public School District
Godwin Heights Public Schools
Grand Blanc Community Schools
Grand Ledge Public Schools
Grandville Public Schools
Grass Lake Community Schools
Grosse Ile Township Schools
Grosse Pointe Public Schools
Harper Creek Community Schools
Harper Woods City School District
Haslett Public Schools
Hazel Park City School District
Holt Public Schools
Jefferson Consolidated School District
Jenison Public Schools
Kearsley Community Schools
Kelloggsville Public Schools
Kenowa Hills Public Schools
Kentwood Public Schools
L'Anse Creuse Public Schools
Lake Shore Public Schools
Lakeshore School District
Lakeview Consolidated School District
Lakeview Public Schools
Lamphere Schools
Lincoln Consolidated School District
Lincoln Park City Schools
Madison Heights School District
Marysville Public School District
Melvindale North Allen Park School District
Michigan Center School District
Mona Shores School District
Mt. Morris Consolidated Schools
Napoleon School District
North Dearborn Heights School District
North Muskegon City School District
Northview Public Schools
Northville Public Schools
Northwest School District
Oak Park City School District

Oakridge School District
Okemos Public Schools
Orchard View Schools
Parchment School District
Pennfield School District
Portage Public Schools
Redford Union School District
Reeths Puffer Schools
River Rouge City Schools
Riverview Community School District
Roseville Community Schools
Royal Oak City School District
Saginaw Township Community Schools
Saline Area School District
South Lake Schools
South Redford School District
Southfield Public School District
Southgate Community School District
Spring Lake Public School District
Springfield City School District
Swan Valley School District
Swartz Creek Community School District
Taylor School District
Trenton Public Schools
Utica Community Schools
Van Dyke Community Schools
Vandercook Lake Public School District
Warren Consolidated Schools
Warren Woods Public Schools
Waterford School District
Waverly Schools
Wayne-Westland Community Schools
West Bloomfield Township School District
West Ottawa Public School District
Western School District
Westwood Community Schools
Westwood Heights School District
Whitmore Lake Public School District
Willow Run Public Schools
Woodhaven School District
Wyoming Public Schools
Ypsilanti City School District[1]

---

[1]Michigan Department of Education, 1972-73 Third Report, Michigan Educational Assessment Program, "Local District and School Report: Explanatory," pp. 34-35.

APPENDIX B

LETTERS

APPENDIX B

LETTER SENT TO SUPERINTENDENT

January 22, 1977

Dear

Regarding our conversation of January 22, 1977, I have enclosed a Principal Instructional Leadership Opinionnaire to be filled out in your office. It will be used in my study of the elementary principal's actual and ideal instructional leadership role. Responses from principals, superintendents and teachers will be compared.

(Name of Principal) has agreed to participate in an interview with me within the next few weeks. The teachers at Elementary School will be asked to volunteer responses to the same opinionnaire. All responses will be totally confidential, and no school or individual will be identified.

Let me thank you in advance for your response and prompt return of the opinionnaire.

Cordially,

Roland D. Marmion

1612 D Spartan Village
East Lansing, Michigan
48823

1 (517) 355 9747

APPENDIX B

LETTER INCLUDED WITH FIELD TEST PILO'S

January 3, 1977

Dear Educator:

People have different ideas about the instructional leadership role of an elementary principal. As an elementary principal in Kentwood Public Schools near Grand Rapids, I have struggled to delineate my responsibility for instructional leadership.

Your principal has agreed to participate in the field testing of the instrument to be used in a research study that I am conducting as a basis for my doctoral dissertation. The study seeks to contribute to a better understanding of perceptions and expectations of the elementary principal as an instructional leader. On the following pages is a list of leadership items that may be used to describe your principal.

Eighteen school districts in Michigan have been randomly selected for this study and your participation is important and will be greatly appreciated. Realizing that elementary teachers are very busy, this opinionnaire has been designed to be brief and still provide necessary information. About 10 minutes will be required to complete the opinionnaire.

Field testing is a very important process to establish the degree of reliability that can be given to the instrument during data collection and analysis. Information provided will be anonymous and used only for establishing instrument reliability by the researcher. Please complete Part I today and return to the office unsigned and sealed in the attached envelope. On or about January 17th, please complete Part II and return to the office in the same manner.

Thank you for your time and consideration.

Sincerely,

Roland D. Marmion

Comments:

APPENDIX B

LETTER INCLUDED WITH PILO'S DISTRIBUTED BY PRINCIPALS

February 1977

Dear Educator:

People have different ideas about the role of an elementary principal. As part of a current research study at Michigan State University, I am seeking to contribute to a better understanding of the perceptions and expectations of the elementary principal's role.

Your school is one of eighteen selected at random in Michigan to be included in the sample. Realizing that teachers are very busy, the opinionnaire is brief and requires only about ten minutes to complete.

All responses will be totally confidential and no person or school will be identified. Answer each item candidly, and promptly return the opinionnaire to the researcher sealed in the self-addressed, stamped envelope.

Allow me to thank you in advance for your time and cooperation.

Cordially,

Roland D. Marmion

APPENDIX C

INSTRUMENTS

APPENDIX C

PRINCIPAL INSTRUCTIONAL LEADERSHIP OPINIONNAIRE PRELIMINARY FORM

Part I Field Test
Part II Field Retest

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently your principal engages in the behavior described by the item.
3. DECIDE whether your principal (A) very frequently, (B) often, (C) occasionally, (D) seldom, (E) very rarely acts as described by them.
4. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you have selected.

A = Very Frequently
B = Often
C = Occasionally
D = Seldom
E = Very Rarely

5. MARK your answers as shown below.

Example: My principal often acts as described... A (B) C D E

Example: My principal seldom acts as described.. A B C (D) E

---

1. My principal does use staff involvement with shared responsibility and recognition of accomplishment..... A B C D E

A = Very Frequently
B = Often
C = Occasionally
D = Seldom
E = Very Rarely

2. My principal does encourage experimentation and use of creative ideas..... A B C D E

3. My principal does allow staff participation in the selection and organization of teaching materials..... A B C D E

4. My principal does keep the staff informed of new relevant research and trends in education..... A B C D E

5. My principal does use staff involvement in the selection and assignment of new staff when appropriate..... A B C D E

6. My principal does assist the staff in defining a philosophy of education for the school..... A B C D E

7. My principal does direct the staff in improving a program for testing and reporting student achievement..... A B C D E

8. My principal does use staff meetings for professional development sessions..... A B C D E

9. My principal does demonstrate effective and promising teaching techniques to the staff..... A B C D E

0. My principal does encourage and arrange for staff members to visit and observe other classrooms..... A B C D E

1. My principal does encourage and arrange for staff members to attend appropriate conferences..... A B C D E

2. My principal does provide for the development and maintenance of a professional library..... A B C D E

A = Very Frequently
B = Often
C = Occasionally
D = Seldom
E = Very Rarely

13. My principal does work with small groups of the staff on common interests..... A B C D E

14. My principal does encourage and assist in sharing good teaching ideas..... A B C D E

15. My principal does visit classrooms to participate in and observe the instruction..... A B C D E

16. My principal does confer with staff members following an observation to share thoughts... A B C D E

17. My principal does evaluate the staff members performance for the improvement of instruction..... A B C D E

18. My principal does encourage staff involvement in evaluation of the instructional program... A B C D E

19. My principal does meet with specialists on a regular schedule to keep current on school programs..... A B C D E

20. My principal does supervise all building programs under the direction of specialists..... A B C D E

21. My principal does provide a means and opportunity for the staff to evaluate and share thoughts on the improvement of building administration..... A B C D E

22. My principal does demonstrate a respect and trust for people through the practice of democratic principles..... A B C D E

23. My principal does teach good human relation techniques through demonstration of actions expected of others..... A B C D E

A = Very Frequently
B = Often
C = Occasionally
D = Seldom
E = Very Rarely

24. My principal does encourage communications and cooperation while respecting individual opinions..... A B C D E

25. My principal does assist staff members in becoming group leaders..... A B C D E

26. My principal does work to harmonize differences and manage conflicts while allowing for rights of appeal..... A B C D E

27. My principal does involve students and staff members in a definition of their roles and responsibilities..... A B C D E

28. My principal does provide consistent corrective discipline for students and staff members..... A B C D E

29. My principal should use staff involvement with shared responsibility and recognition of accomplishment..... A B C D E

30. My principal should encourage experimentation and use of creative ideas..... A B C D E

31. My principal should allow staff participation in the selection and organization of teaching materials..... A B C D E

32. My principal should keep the staff informed of new relevant research and trends in education..... A B C D E

33. My principal should use staff involvement in the selection and assignment of new staff when appropriate..... A B C D E

34. My principal should assist the staff in defining a philosophy of education for the school..... A B C D E

A = Very Frequently
B = Often
C = Occasionally
D = Seldom
E = Very Rarely

35. My principal should direct the staff in improving a program for testing and reporting student achievement..... A B C D E

36. My principal should use staff meetings for professional development sessions..... A B C D E

37. My principal should demonstrate effective and promising teaching techniques to the staff... A B C D E

38. My principal should encourage and arrange for staff members to visit and observe other classrooms..... A B C D E

39. My principal should encourage and arrange for staff members to attend appropriate conferences..... A B C D E

40. My principal should provide for the development and maintenance of a professional library..... A B C D E

41. My principal should work with small groups of the staff on common interests..... A B C D E

42. My principal should encourage and assist in sharing good teaching ideas..... A B C D E

43. My principal should visit classrooms to participate in and observe the instruction..... A B C D E

44. My principal should confer with staff members following an observation to share thoughts... A B C D E

45. My principal should evaluate the staff members performance for the improvement of instruction..... A B C D E

46. My principal should encourage staff involvement in evaluation of the instructional program..... A B C D E

A = Very Frequently
B = Often
C = Occasionally
D = Seldom
E = Very Rarely

47. My principal should meet with specialists on a regular schedule to keep current on school programs..... A B C D E

48. My principal should supervise all building programs under the direction of specialists.. A B C D E

49. My principal should provide a means and opportunity for the staff to evaluate and share thoughts on the improvement of building administration..... A B C D E

50. My principal should demonstrate a respect and trust for people through the practice of democratic principles..... A B C D E

51. My principal should teach good human relation techniques through demonstration of actions expected of others..... A B C D E

52. My principal should encourage communications and cooperation while respecting individual opinions..... A B C D E

53. My principal should assist staff members in becoming group leaders..... A B C D E

54. My principal should work to harmonize differences and manage conflicts while allowing for rights of appeal..... A B C D E

55. My principal should involve students and staff members in a definition of their roles and responsibilities..... A B C D E

56. My principal should provide consistent corrective discipline for students and staff members..... A B C D E

APPENDIX C

PRINCIPAL INSTRUCTIONAL LEADERSHIP OPINIONNAIRE

Form P

DIRECTION:

1. READ each item carefully.
2. THINK about how frequently you engage in the behavior described by the item.
3. DECIDE whether you (1) very rarely, (2) seldom, (3) occasionally, (4) often, (5) very frequently act as described.
4. CIRCLE ONE NUMBER following EACH statement to indicate your response.

I DO:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
Example: . . . often act as described.....	1	2	3	(4)	5
Example: . . . seldom act as described.....	1	(2)	3	4	5

START HERE

I DO:

1. . . . use staff involvement with shared responsibility and recognition of accomplishment.....	1	2	3	4	5

I DO:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
2. . . . encourage experimentation and use of creative ideas.....	1	2	3	4	5
3. . . . allow staff participation in the selection and organization of teaching materials.....	1	2	3	4	5
4. . . . keep the staff informed of new relevant research and trends in education.....	1	2	3	4	5
5. . . . use staff involvement in the selection and assignment of new teaching staff when appropriate.....	1	2	3	4	5
6. . . . assist the staff in defining a philosophy of education for the school.....	1	2	3	4	5
7. . . . direct the staff in improving a program for testing and reporting student achievement.....	1	2	3	4	5
8. . . . use staff meetings for professional development sessions.....	1	2	3	4	5
9. . . . demonstrate effective and promising teaching techniques to the staff.....	1	2	3	4	5
10. . . . encourage and arrange for staff members to visit and observe other classrooms...	1	2	3	4	5
11. . . . encourage and arrange for staff members to attend appropriate conferences.....	1	2	3	4	5

I DO:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
12. . . . provide for the development and maintenance of a professional library.....	1	2	3	4	5
13. . . . work with small groups of the staff on common interests.....	1	2	3	4	5
14. . . . encourage and assist in sharing good teaching ideas.....	1	2	3	4	5
15. . . . visit classrooms to participate in and observe the instruction.....	1	2	3	4	5
16. . . . confer with staff members following an observation to share thoughts.....	1	2	3	4	5
17. . . . evaluate the staff members performance for the improvement of instruction.....	1	2	3	4	5
18. . . . encourage staff involvement in evaluation of the instructional program.....	1	2	3	4	5
19. . . . meet with specialists on a regular schedule to keep current on school programs..	1	2	3	4	5
20. . . . supervise all building programs under the direction of specialists.....	1	2	3	4	5
21. . . . provide a means and opportunity for the staff to evaluate and share thoughts on the improvement of building administration.....	1	2	3	4	5

I DO:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
22. . . . demonstrate a respect and trust for people through the practice of democratic principles.....	1	2	3	4	5
23. . . . teach good human relation techniques through demonstration of actions expected of others.....	1	2	3	4	5
24. . . . encourage communications and cooperation while respecting individual opinions....	1	2	3	4	5
25. . . . assist staff members in becoming group leaders.....	1	2	3	4	5
26. . . . work to harmonize differences and manage conflicts while allowing for rights of appeal.....	1	2	3	4	5
27. . . . involve students and staff members in a definition of their roles and responsibilities.....	1	2	3	4	5
28. . . . provide consistent corrective discipline for students and staff members.....	1	2	3	4	5
I WOULD LIKE TO:					
29. . . . use staff involvement with shared responsibility and recognition of accomplishment.....	1	2	3	4	5

I WOULD LIKE TO:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
30. . . . encourage experimentation and use of creative ideas.....	1	2	3	4	5
31. . . . allow staff participation in the selection and organization of teaching materials.....	1	2	3	4	5
32. . . . keep the staff informed of new relevant research and trends in education....	1	2	3	4	5
33. . . . use staff involvement in the selection and assignment of new staff when appropriate.	1	2	3	4	5
34. . . . assist the staff in defining a philosophy of education for the school.....	1	2	3	4	5
35. . . . direct the staff in improving a program for testing and reporting student achievement.....	1	2	3	4	5
36. . . . use staff meetings for professional development sessions.....	1	2	3	4	5
37. . . . demonstrate effective and promising teaching techniques to the staff.....	1	2	3	4	5
38. . . . encourage and arrange for staff members to visit and observe other classrooms...	1	2	3	4	5
39. . . . encourage and arrange for staff members to attend appropriate conferences.....	1	2	3	4	5
40. . . . provide for the development and maintenance of a professional library.....	1	2	3	4	5

I WOULD LIKE TO:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
1. . . . work with small groups of the staff on common interests.....	1	2	3	4	5
2. . . . encourage and assist in sharing good teaching ideas.....	1	2	3	4	5
3. . . . visit classrooms to participate in and observe the instruction.....	1	2	3	4	5
4. . . . confer with staff members following an observation to share thoughts.....	1	2	3	4	5
5. . . . evaluate the staff members performance for the improvement of instruction.....	1	2	3	4	5
6. . . . encourage staff involvement in evaluation of the instructional program.....	1	2	3	4	5
7. . . . meet with specialists on a regular schedule to keep current on school programs..	1	2	3	4	5
8. . . . supervise all building programs under the direction of specialists.....	1	2	3	4	5
9. . . . provide a means and opportunity for the staff to evaluate and share thoughts on the improvement of building administration...	1	2	3	4	5
10. . . . demonstrate a respect and trust for people through the practice of democratic principles.....	1	2	3	4	5

I WOULD LIKE TO:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
51. . . . teach good human relation techniques through demonstration of actions expected of others.....	1	2	3	4	5
52. . . . encourage communications and cooperation while respecting individual opinions....	1	2	3	4	5
53. . . . assist staff members in becoming group leaders.....	1	2	3	4	5
54. . . . work to harmonize differences and manage conflicts while allowing for rights of appeal.....	1	2	3	4	5
55. . . . involve students and staff members in a definition of their roles and responsibilities.....	1	2	3	4	5
56. . . . provide consistent corrective discipline for students and staff members....	1	2	3	4	5

Promptly return to researcher.

THANK YOU for your assistance.

APPENDIX C

PRINCIPAL INSTRUCTIONAL LEADERSHIP OPINIONNAIRE
Form S

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently your principal engages in the behavior described by the item.
3. DECIDE whether your principal (1) very rarely, (2) seldom, (3) occasionally, (4) often, (5) very frequently acts as described.
4. CIRCLE ONE NUMBER following EACH statement to indicate your response.

My principal DOES:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
Example: . . . often act as described.....	1	2	3	(4)	5
Example: . . . seldom act as described.....	1	(2)	3	4	5

START HERE

My principal DOES:

1. . . . use staff involvement with shared responsibility and recognition of accomplishment..... 1 2 3 4 5

My principal DOES:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
2. . . . encourage experimentation and use of creative ideas.....	1	2	3	4	5
3. . . . allow staff participation in the selection and organization of teaching materials..	1	2	3	4	5
4. . . . keep the staff informed of new relevant research and trends in education.....	1	2	3	4	5
5. . . . use staff involvement in the selection and assignment of new teaching staff when appropriate.....	1	2	3	4	5
6. . . . assist the staff in defining a philosophy of education for the school.....	1	2	3	4	5
7. . . . direct the staff in improving a program for testing and reporting student achievement.....	1	2	3	4	5
8. . . . use staff meetings for professional development sessions.....	1	2	3	4	5
9. . . . demonstrate effective and promising teaching techniques to the staff.....	1	2	3	4	5
10. . . . encourage and arrange for staff members to visit and observe other classrooms...	1	2	3	4	5
11. . . . encourage and arrange for staff members to attend appropriate conferences.....	1	2	3	4	5

My principal DOES:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
12. . . . provide for the development and maintenance of a professional library.....	1	2	3	4	5
13. . . . work with small groups of the staff on common interests.....	1	2	3	4	5
14. . . . encourage and assist in sharing good teaching ideas.....	1	2	3	4	5
15. . . . visit classrooms to participate in and observe the instruction.....	1	2	3	4	5
16. . . . confer with staff members following an observation to share thoughts.....	1	2	3	4	5
17. . . . evaluate the staff members performance for the improvement of instruction.....	1	2	3	4	5
18. . . . encourage staff involvement in evaluation of the instructional program.....	1	2	3	4	5
19. . . . meet with specialists on a regular schedule to keep current on school programs..	1	2	3	4	5
20. . . . supervise all building programs under the direction of specialists.....	1	2	3	4	5
21. . . . provide a means and opportunity for the staff to evaluate and share thoughts on the improvement of building administration...	1	2	3	4	5

My principal DOES:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
22. . . . demonstrate a respect and trust for people through the practice of democratic principles.....	1	2	3	4	5
23. . . . teach good human relation techniques through demonstration of actions expected of others.....	1	2	3	4	5
24. . . . encourage communications and cooperation while respecting individual opinions....	1	2	3	4	5
25. . . . assist staff members in becoming group leaders.....	1	2	3	4	5
26. . . . work to harmonize differences and manage conflicts while allowing for rights of appeal.....	1	2	3	4	5
27. . . . involve students and staff members in a definition of their roles and responsibilities.....	1	2	3	4	5
28. . . . provide consistent corrective discipline for students and staff members.....	1	2	3	4	5
My principal SHOULD:					
29. . . . use staff involvement with shared responsibility and recognition of accomplishment.....	1	2	3	4	5

My principal SHOULD:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
30. . . . encourage experimentation and use of creative ideas.....	1	2	3	4	5
31. . . . allow staff participation in the selection and organization of teaching materials..	1	2	3	4	5
32. . . . keep the staff informed of new relevant research and trends in education.....	1	2	3	4	5
33. . . . use staff involvement in the selection and assignment of new staff when appropriate.	1	2	3	4	5
34. . . . assist the staff in defining a philosophy of education for the school.....	1	2	3	4	5
35. . . . direct the staff in improving a program for testing and reporting student achievement.....	1	2	3	4	5
36. . . . use staff meetings for professional development sessions.....	1	2	3	4	5
37. . . . demonstrate effective and promising teaching techniques to the staff.....	1	2	3	4	5
38. . . . encourage and arrange for staff members to visit and observe other classrooms...	1	2	3	4	5
39. . . . encourage and arrange for staff members to attend appropriate conferences.....	1	2	3	4	5
40. . . . provide for the development and maintenance of a professional library.....	1	2	3	4	5

My principal SHOULD:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
41. . . . work with small groups of the staff on common interests.....	1	2	3	4	5
42. . . . encourage and assist in sharing good teaching ideas.....	1	2	3	4	5
43. . . . visit classrooms to participate in and observe the instruction.....	1	2	3	4	5
44. . . . confer with staff members following an observation to share thoughts.....	1	2	3	4	5
45. . . . evaluate the staff members performance for the improvement of instruction.....	1	2	3	4	5
46. . . . encourage staff involvement in evaluation of the instructional program.....	1	2	3	4	5
47. . . . meet with specialists on a regular schedule to keep current on school programs..	1	2	3	4	5
48. . . . supervise all building programs under the direction of specialists.....	1	2	3	4	5
49. . . . provide a means and opportunity for the staff to evaluate and share thoughts on the improvement of building administration...	1	2	3	4	5
50. . . . demonstrate a respect and trust for people through the practice of democratic principles.....	1	2	3	4	5

My principal SHOULD:	Very Rarely	Seldom	Occasionally	Often	Very Frequently
51. . . . teach good human relation techniques through demonstration of actions expected of others.....	1	2	3	4	5
52. . . . encourage communications and cooperation while respecting individual opinions....	1	2	3	4	5
53. . . . assist staff members in becoming group leaders.....	1	2	3	4	5
54. . . . work to harmonize differences and manage conflicts while allowing for rights of appeal.....	1	2	3	4	5
55. . . . involve students and staff members in a definition of their roles and responsibilities.....	1	2	3	4	5
56. . . . provide consistent corrective discipline for students and staff members.....	1	2	3	4	5

Promptly return to researcher.

THANK YOU for your assistance.

APPENDIX C

ROLE AREA TIME ALLOCATION WORKSHEET

1. _____ Administration
2. _____ Building maintenance and operation
3. _____ Business and finance
4. _____ Curriculum activities
5. _____ Evaluation
6. _____ Inservice
7. _____ Office management
8. _____ Public relations
9. _____ School climate
10. _____ Supply management

APPENDIX C

TASK RANKING DECK*

ADMINISTRATION

Examples:

1. Interpreting policy
2. Attending administrator meetings
3. Scheduling

BUILDING MAINTENANCE AND OPERATION

Examples:

1. Planning and inspecting
2. Supervising and assisting
3. Conferring and evaluating

*A modified Q-sort.

BUSINESS AND FINANCE

Examples:

1. Budget development
2. Fund accounting
3. Record keeping

CURRICULUM ACTIVITIES

Examples:

1. Planning and developing
2. Improving instructional materials
3. Improving services to teachers

EVALUATION

Examples:

1. Conversing with staff
2. Supervision and evaluation
3. Discussing and resolving problems

INSERVICE

Examples:

1. Staff meetings
2. Demonstration teaching

OFFICE MANAGEMENT

Examples:

1. Office routines
2. Reports and correspondence
3. Student records and services

PUBLIC RELATIONS

Examples:

1. Bulletins and publications
2. Conferring with parents
3. Interpreting school to community

SCHOOL CLIMATE

Examples:

1. Student discipline and supervision
2. Defining roles and responsibilities
3. Teaching good human relations

SUPPLY MANAGEMENT

Examples:

1. Purchase - requisition
2. Storage - distribution
3. Utilization - replacement

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

American Association of School Administrators. The Right Principal for the Right School. Washington, D.C.: American Association of School Administrators, 1967.

Becker, Gerald; Withycombe, R.; Doyel, F.; Miller, E.; Morgan, C.; De Loretto, L.; and Aldridge, B. under the direction of Keith Goldhammer. Elementary School Principals and Their Schools, Beacons of Brilliance & Potholes of Pestilence. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1971.

Dean, Stuart E., and McNally, Harold J. "The Elementary School Principal." In Preparation Programs for School Administrators, pp. 111-122. Edited by Donald J. Leu and Herbert C. Rudman. East Lansing, Michigan: Michigan State University College of Education, 1963.

Department of Elementary School Principals. The Elementary Principalship in 1968: A Research Study. Washington, D.C.: Department of Elementary School Principals, National Education Association, 1968.

Dougherty, James H.; Gorman, Frank H.; and Phillips, Claude A. Elementary School Organization and Management. New York: The Macmillan Company, 1950.

Drucker, Peter. The Effective Executive. New York: Harper & Row, 1967.

Elsbree, Willard S.; McNally, Harold J.; and Wynn, Richard. Elementary School Administration and Supervision. New York: American Book Company, 1967.

Gaynor, Alan K. "Preparing the Organization for Effective Response." In Performance Objectives for School Principals: Concepts and Instruments, p. 54. Edited by Jack A. Culbertson, Curtis Henson and Ruel Morrison. Berkley, California: McCutchan Publishing Corporation, 1974.

Glass, Gene V., and Stanley, Julian C. Statistical Methods in Education and Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Harrison, Raymond H. Supervisory Leadership in Education. New York: American Book Company, 1968.

Heald, James E., and Moore, Samuel A. II. The Teacher and Administrative Relationships in School Systems. New York: The Macmillan Company, 1968.

Hoban, Gary J. "The School Without A Principal." In The Power to Change: Issues for the Innovative Educator, pp. 145-146. Edited by Carmen M. Culver and Gary J. Hoban. New York: McGraw-Hill Book Company, 1973.

McCarty, Donald J. "Organizational Influences on Teacher Behavior." In Selected Readings on General Supervision, p. 127. Edited by James E. Heald, Louis G. Romano and Nicholas P. Georgiady. New York: Macmillan Company, 1970.

McNally, Harold J. "The Principalship - A People Business." In The Principal in Prospective, p. 12. Edited by John E. Reisert. Bloomington, Indiana: Indiana University School of Education, March 1968.

Mickelson, Peter Palmer, and Hansen, Kenneth H. Elementary School Administration. New York: McGraw-Hill Book Company, Inc., 1957.

Michigan Education Association. Michigan Education Directory and Buyer's Guide: 1976-1977. Lansing, Michigan, 1977.

_____. Michigan Education Directory and Buyer's Guide: 1975-1976. Lansing, Michigan, 1976.

Pierce, Paul R. The Origin and Development of the Public School Principalship. Chicago: The University of Chicago Press, 1935.

Reavis, William C.; Pierce, Paul R.; and Stullken, Edward H. The Elementary School, Its Organization and Administration. Chicago, Ill.: The University of Chicago Press, 1931.

Sarason, Seymour B. The Culture of the School and the Problem of Change. Boston: Allyn & Bacon, Inc. 1971.

Shuster, Albert H., and Stewart, Don H. The Principal and the Autonomous Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Spain, Charles R.; Drummond, Harold D.; and Goodlad, John I. Educational Leadership and the Elementary School Principalship. New York: McGraw-Hill Book Company, 1967.

Stogdill, Ralph M. Individual Behavior and Group Achievement. New York: Oxford University Press, 1959.

Stoops, Emery, and Johnson, Russell E. Elementary School Administration. New York: McGraw-Hill Book Company, 1967.

Stoops, Emery, and Marks, James R. Elementary School Supervision: Practices and Trends. Boston: Allyn and Bacon, Inc., 1965.

Tye, Kenneth A. "The Elementary School Principal: Key to Educational Change." In The Power To Change, p. 25. Edited by Carmen M. Culver and Gary J. Hoban. New York: McGraw-Hill Book Company, 1973.

PERIODICALS

Egner, Joan Roos. "The Principal's Role: Cognitive Dissonance." The Elementary School Journal 67 (February 1967): 276.

Gilchrist, Robert S. "A Radical Shift in Emphasis." The Nations Schools 65 (January 1960): 48.

Hansen, J. Merrell. "Administration: Role and Function in Education." NASSP Bulletin 58 (December 1974): 84.

Hoeh, James A. "Feeling Guilty For Not Being An Instructional Leader? Don't." NASSP Bulletin 57 (November 1973): 7.

Houts, Paul L. "A Conversation with Keith Goldhammer." The National Elementary Principal 53 (March, April 1974): 28.

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

Keller, Arnold J. "Inside the Man in the Principal's Office." The National Elementary Principal 53 (March, April 1974): 23.

King, Martha L. "Knowledge and Competence for the Instructional Leader." Educational Leadership 20 (April 1963): 449-452.

Kuralt, Richard C. "The Principal's Turn." The National Elementary Principal 53 (March, April 1974): 38.

Langer, John H. "The Emerging Elementary Principalship in Michigan." Phi Delta Kappan 48 (December 1966): 161.

Levinson, Daniel J. "Role Personality, and Social Structure in Organizational Settings." Journal of Abnormal and Social Psychology LVIII, No. 2 (March 1959): 170-180.

McNally, Harold J. "Summing Up." The National Elementary Principal 54 (September, October 1974): 8.

Myers, Donald A. "The Chautauqua Papers: A Dissent." The National Elementary Principal 54 (September, October 1974): 18-19.

Rogers, Vincent R. "A Sense of Purpose." The National Elementary Principal 53 (May, June 1974): 9-10.

Shuster, Albert H. "Going It Alone: The Autonomous School." The National Elementary Principal 53 (March, April 1974): 53.

Trump, J. Lloyd. "Principal Most Potent Factor in Determining School Excellence." NASSP Bulletin (March 1972): 4.

Wayson, William W. "Introduction: Chautauqua Series." The National Elementary Principal 53 (March, April 1974): 10.

YEARBOOKS, REPORTS AND PAMPHLETS

Crouch, Roy A. "The Status of the Elementary School Principal." In the Fifth Yearbook. Washington, D.C.: Department of Elementary School Principals, National Education Association, 1926.

Department of Elementary School Principals. "The Elementary School Principalship." In the Seventh Yearbook. Washington, D.C.: Department of Elementary School Principals, National Education Association, 1928.

_____. "The Elementary School Principalship - Today and Tomorrow." In Twenty-Seventh Yearbook. Washington, D.C.: Department of Elementary School Principals, National Education Association, 1948.

_____. "The Principal and Supervision." In Thirty-Seventh Yearbook, The National Elementary Principal. Washington, D.C.: Department of Elementary School Principals, National Education Association Research Division, 1958.

Matthews, Nora A. "The Michigan Elementary School Principal and His Growth in the Profession." In the Second Yearbook. Lansing, Michigan: Department of Elementary School Principals, Michigan Education Association, 1928.

Mazzarella, Jo Ann. "The Principal's Role In Instructional Planning." In School Leadership Digest, no. 8. Washington, D.C.: National Association of Elementary School Principals, 1976.

Michigan Department of Education. Local District and School Report: Explanatory Materials. Lansing, Michigan: Michigan Department of Education; Research, Evaluation and Assessment Services, [1973].

Mitchell, Donald P. Leadership In Public Education Study, A Look At The Overlooked. Washington, D.C.: Academy for Educational Development Inc., [1972].

Sergeant, Ida G. "Foreword." In the Fifth Yearbook, Bulletin of the Department of Elementary School Principals. Washington, D.C.: Department of Elementary School Principals, National Education Association, 1926.

UNPUBLISHED MATERIAL

Fearing, Joseph Lea. "Principal-Faculty Perceptions of Certain Common and Observable Role Behaviors of the Elementary School Principal." Ed.D. dissertation, Colorado State College, 1963. (Dissertation Abstracts, Vol. 25, no. 1. Ann Arbor, Michigan: University Microfilms, July 1964, p. 224.)

Frank, Roland G. "An Analysis of the Communications Patterns of Selected Elementary Principals in Michigan." Ed.D. dissertation, Michigan State University, 1969.

Kelly, Richard Edward. "The Schoolmasters of Seventeenth Century Newbury, Massachusetts." Ph.D. dissertation, Michigan State University, 1971.

Latimer, Lowell Francis. "The Role of the Elementary School Principal As Perceived by the Faculty and Principal through selected Role Behaviors." Ed.D. dissertation, University of North Dakota, 1966. (Dissertation Abstracts, Vol. 27, no. 1. Ann Arbor, Michigan: University Microfilms, April 1967, p. 3266-A.)

Michigan Association of Elementary School Principals. "1975-1976 Salary Analysis." East Lansing, Michigan, Fall 1976. (Typewritten.)

GENERAL REFERENCES

Barnard, Chester I. The Functions of the Executive. Cambridge, Massachusetts: Harvard University Press, 1938.

Cubberley, Ellwood P. The Principal and His School. Boston: Houghton Mifflin Company, 1923.

Gross, Neal, and Herriott, Robert E. The Professional Leadership of Elementary School Principals. Cambridge, Massachusetts: Harvard University, Graduate School of Education, 1964.

Halpin, Andrew, ed. Administrative Theory in Education. Chicago: Midwestern Administration Center, University of Chicago, 1958.

Hansen, J. Merrell. "Administration: Role and Function in Education." NASSP Bulletin, December 1974, pp. 82-88.

Harris, Ben M. "Supervisor Competence and Strategies for Improving Instruction." Educational Leadership, February 1976, pp. 332-335.

Hicks, Hanne J. Administrative Leadership in the Elementary School. New York: The Ronald Press Company, 1956.

Klopt, Gordon J. The Principal and Staff Development in the Elementary School. Princeps Series: Developing the Role of the Elementary School Principal as an Educational Leader. Occasional Paper No. 4. New York: Banks Street College of Education, [1974].

Morley, Franklin P. "Becoming An Instructional Leader." Educational Leadership, December 1971, pp. 239-241.

Otto, Henry J. Elementary School Organization and Administration. New York: Appleton-Century-Crofts, Inc., 1954.

Ramsey, Curtis Paul. "Leadership in Instructional Improvement." Education, December 1961, pp. 200-202.

Reavis, William C.; Pierce, P.; Stullken, E.; and Smith, B. Administering the Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1953.

Sweitzer, Robert E.; Hayes, L.; Rearden, J.; Sutker, S.; Twyman, J.; and Goldman, S. "Role Expectations and Perceptions of School Principals." Cooperative Research Project No. 1329, Stillwater, Oklahoma, Research Foundation, Oklahoma State University, January 1963.

Weisbrod, Kenneth. "The Role of Leadership." Educational Leadership, December 1962, pp. 155-159, 217.

Weischadle, David. "The Principal: Reviving a Waning Educational Role." The Clearing House, April 1974, pp. 451-455.