TEACHERS PERCEPTIONS OF PRINCIPALS IN SCHOOLS
TRAINED FOR EFFECTIVENESS

A DISSERTATION

SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF EDUCATION

BY

FRANK DUNCAN, JR.

DEPARTMENT OF EDUCATION

ADMINISTRATION AND POLICY STUDIES

ATLANTA, GEORGIA

JULY 1987

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ABSTRACT

EDUCATION ADMINISTRATION

DUNCAN, FRANK, JR.   Ed.D. ATLANTA UNIVERSITY, 1987

TEACHERS PERCEPTIONS OF PRINCIPALS IN SCHOOLS
TRAINED FOR EFFECTIVENESS

Advisor: Dr. Ganga Persaud

Dissertation Dated July, 1987

The purpose of this study was to determine if a school system treats a group of schools in the lower social-economic area of the county with an inservice program based on the effective school characteristic in the literature, will the treatment predict a factorized effective school characteristic at a level greater than the control schools.

The design was a quasi-experimental quasi-survey using three groups, experimental,   control, and non-experimental group to control for the Hawthorne Effect. Data was collected using System Analysis of Principal's Instructional Supervisor's Behavior developed by Dr. Gange Persaud at Atlanta University. From a population of 277 teachers 60% responded.   The data was analyzed by correlational techniques (running SPSS statistical packages) in order to test the hypothesis. Factor analyses were used.

This research has examined an effective school experiment after two years and found no statistically significant differences among

schools. Interesting, it was found that the family of variables thought to characterize the effective school factored into three groups rather than a single group. Another interesting finding has to do with how principals are perceived in the post teaching conference. Among the variables identified as Effective Supervision, Post Teaching Observation Judgment was seen as a negative perception. The variables believed to constitute the effective school characteristic in the experiment were divided into groups named Effective Student Expectation and Effective Supervision. These groups of variables appeared to be inputs whose output influence a group of variables named Effective Schools characteristics in this study.

It is recommended that teachers and administrators be sensitized to race through inservice training. Effective School Characteristics should be examined to delineate and determine other possible grouping of variables. Administrators and supervisors should examine their behavior during the post teaching observation conference in terms of the judgment teachers may perceive.

ACKNOWLEDGMENTS

DEDICATION

This study is dedicated to my family for all the encouragement, support, and love they have given me all my life.

My parents, Mr. Frank Duncan and Mrs. Quella Duncan, deceased, gave me the foundation to develop the character attributes to function in our society. All the pride generated by this study is your.

Dorothy, Frances, and Barbara, my three sisters, have always loved, encouraged, and supported me in all of my endeavors.

May this work serve to encourage those that follow: Steve, Gavin, Brian, Teddy, Tony, Perry, Shelley, Sheila, Cheryl, Marion, Miya, Tara, Troy, Wayne, Kris, and Dottie.

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THE PROBLEM SITUATION

The Research Problem

If a school system treats a group of schools in the lower social-economic area of the county with an inservice program based on the effective school characteristics in the literature, then the treatment schools should predict a factorized effective school characteristic at a level greater than the control schools. This should occur even when controlling for biographic teacher data.

The Research Question

This study attempts to answer three research questions:

1. Will there be significant differences amount the variables which are proposed to constitute the effective school as perceived by the teachers in the entire sample population? Will the sample population perceive all the effective school variables as being in the same factor?

2. Will there be a significant relationship between the effective school characteristics, as factorized, and the experimental school type, as compared to the biographic data of teachers and other perceptional school characteristics?

3. Will there be significant difference in the effective school characteristic scores among the experimental control and non-experimental schools?

The Educational Context of the Problem

A preponderance of evidence has been generated over a period of years to indicate a need for student achievement at the elementary school level. Low student achievement is a major problem in elementary schools that are located in lower social class environments. School achievement scores of lower social class students vary from one to two years below those of students in upper social class environments. In 1986, more than thirty years after the Brown vs. the Board of Education decision 63 percent of America's school children still attend predominantly minority schools. Cardenas (1985) found that compared with white students: Black students are three times more likely to be placed in classes for the mildly mentally handicapped. Black students drop out of school at a rate more than twice that of white students.[1]

Jed Duval (1987) reported that a black child's color (race) works against him even before he is born.[2] His mother was twice as likely as a white mother to have received poor prenatal care. Although odds are that he will grow and thrive during his first year, the numbers show that he is twice as likely as a white child to be killed by disease. He will probably live with only his mother. Half the black children in America live with just their mothers. The black child has one chance in two of living below the poverty line. Only 13% of all black households have incomes above $25,000.

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[1] Jose Cardenas and Joan Carty First, "Child At Risk," Educational Leadership (September 1985): 4.

[2] Jed Duvall, "Prejudice: The War Between the Classes," ABC News Nightline Show, New York, N.Y., 19 January 1987.

As the black child begins school, chances are that most, if not all, of his classmates will also be black. In the last 25 years, desegregaton has proceeded, yet today, six of ten black children attend predominantly black schools. He will stay in school longer than prior generations of black children. Between 1971 and 1981, the high school drop-out rate declined, from 26% to 18%, but the academic performance of blacks does not match that of whites. The combined verbal and math averages of blacks on the SATs are 722, whites 940. While he is in high school, one in four of his female classmates will have a baby. Among black teen births, nearly nine of ten are out of wedlock -- babies giving birth to babies. Black teens have an unemployment rate close to three times that of their white counterparts.

Another statistic facing the black male is literally murderous -- between the ages of 15 and 24, he is roughly five times as likely to be murdered as a white male the same age. Should this happen, the odds are overwhelming that his killer would be a young black male.

If the black male steers clear of all hurdles so far, he joins growing numbers of blacks being graduated from high school. Yes, that number is up, but the fraction going on to further study is dropping. From 1977 to 1983, as the amount of student aid dropped, blacks going to college, dropped from 50% to 395. For whites, the figures from 51% to 55%. When the black male graduated from college, he becomes one of the 10% of blacks over 25 who has a degree. Twenty percent of whites 25 and older has been through college.

Now, he has a degree, and he has to get a job. Over the past five years, black unemployment has averaged 17%, white 7.3%. But

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that is everybody, all ages, both populations. The black male with a degree, can see a much brighter picture. Over two decades, the 60's and the 70s,the numbers of black physicians and surgeons rose by 168%, the numbers of teachers by 170%, college professors 299%, lawyers and judges by 508%. And the number of black professionals and managers rose by nearly 1400% in that time. The other side of the picture: Only 17% of blacks hold professional and managerial jobs, while 31% of whites are in that category.

If the black male and his family live in the suburbs, they are the one black household in five that does. Forty-two percent of whites are suburbanites. In the category of home ownership, 44% of blacks own and 67% of whites own.

At age 45, the black male has cleared many statistical hurdles, and there are others: heart disease, pneumonia, diabetes, liver ailments, strokes and cancer all kill blacks at rates significantly higher than whites. At that age of 45 his life expectancy is 70 - 25 more years to live. Statistically, a white the same age has five more years, to age 75.

Harold Howe, II (1985) identifies that "Children at Risk" are growing in number and proportion in our schools.[3] For economic and humanitarian reasons, we need to make them successful. They require the same quality education that several other national studies have called for, but the road for them is longer and harder.

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[3]Harold Howe, II, "A Longer and Harder Road," Paper Presented at the Harvard Graduate School of Education, Monroe c. Gutman Library, Appian Way, Cambridge, 17 July 1985.

They need a combination of encouragement and special help that this nation, by reordering its priorities, can easily afford.

Student achievement, however, is the desired goal of parents, students, and taxpayers in the nation. In "A Nation at Risk," the committee on national enrollment explains the need to improve student achievement as the key criteria for excellence.[4] The Commission listed the following indicators from documentation and testimony received during the investigation:

1. International comparisons of student achievement completed a decade ago, reveal that on 19 academic tests American students were never first or second and, in comparison with other industrialized nations, were last seven times.

2. Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension.

3. About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent.

4. Average achievement of high school students on most standardized tests is now lower than 26 years ago when Sputnix was launched.

[4]Nation Commission on Excellence in Education, A Nation At Risk: The Imperative For Educational Reform, by DavidPierpont Gardner, Joint Committee Print, Study Paper (Washington, D.C.: Government Printing Office, 1983), pp. 1-10.

5. Over half the population of gifted students do not match their tested ability with comparable achievement in school.

6. The college Board's Scholastic Aptitude Tests (SAT) demonstrated a virtually unbroken decline from 1963 to 1980. Average verbal scores fell over 50 points and average mathematics scores dropped nearly 40 points.

7. College Board Achievement Tests also reveal consistent declines in recent years in such subjects as physics and English.

8. Both the number and proportion of students demonstrating superior achievement on the SAT (i.e., those with scores of 650 or higher) have also dramatically declined.

9. Many 17-year-olds do not possess the "higher order" intellectual skills we should expect of them. Nearly 40 percent cannot draw inferences from written material; only one-fifth can write a persuasive essay; and only one-third can solve a mathematics problem requiring several steps.

10. There was a steady decline in science achievement scores of U.S. 17-year-olds as measured by national assessments of science in 1969, 1973, and 1977.

11. Between 1975 and 1980, remedial mathematics courses in public 4-year colleges increased by 72 percent and now

constitute one-quarter of all mathematics courses taught in those institutions.

12.   Average tested achievement of students graduating from college is also lower.

13.   Business and military leaders complain that they are required to spend millions of dollars on costly remedial education and training programs in such basic skills as reading, writing, spelling, and computation. The Department of the Navy, for example, reported to the Commission that one-quarter of its recent recruits cannot read at the ninth grade level the minimum needed simply to understand written safety instructions. Without remedial work they cannot even begin, much less complete, the sophisticated training essential in much of the modern military.

The Commission, also, points out that these deficiences come at a time when the demand for highly skilled workers in new fields is accelerating rapidly. For example:

1.   Computers and computer-controlled equipment are penetrating every aspect of our lives -- homes, factories, and offices.

2.   One estimate indicates that by the turn of the century millions of jobs will involve laser technology and robotics.

3.   Technology is radically transforming a host of other occupations. They include health care, medical science,

energy production, food processing, construction, and the building, repair, and maintenance of sophisticated scientific, educational, military, and industrial equipment.

The Commission complicates the situation further with worries that schools at the expense of other essential skills such as comprehension, analysis, solving problems, and drawing conclusions may over emphasize such rudiments as reading and computation.

Eugene Walker (1986) points out that state education reforms are designed to force the rising tide of mediocrity reported in A Nation-At-Risk to ebb.[5] If our public schools are in a state of decline -- and there is legitimate disagreement if they are and to what extent, the reversal of that decline will not come quickly. The danger is that the public favor and the responsive actions will create the expectation of a "quick fix" and that the failure to achieve immediate results will lead to public disillusionment and slumping support for the reform program.

The solutions are long-term in nature and will require sustained public interest and political support. As our children grow to adulthood in a world that becomes each day more complex and technologically oriented, improvement of the education they receive become critical to their abilities to lead productive and fulfilling lives.

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[5] Interview with Eugene P. Walker, Georgia State Senator, District 43, Decatur, Georgia, October 11,1986.

In response to the national cry for student achievement, Georgia's Governor, Joe Frank Harris, appointed an Education Review Commission to develop a comprehensive plan for improvement. The commission described the workplace as a rapidly changing environment that requires employees with goal-oriented attitudes and values, and strong basic skills to learn and adopt to new job requirements and challenges. A strong foundation in the basic procedures, skills, and tools of occupation is also sighted as a significant plus. At the same time, the student gets on the job training. In most cases, the state does not have the resources for state-of-the-art equipment and expertise required for effective advanced training at the secondary level; and the time spent on such training may be counter productive if pursued at the expense of greater mastery of basic skills.

With regards to the human element which supervision must address, the commission recommends that the structure of the teaching profession be enhanced significantly. Teachers deserve higher compensation based on performance greater prestige as individuals called to an honored profession, and increased attention to their views. Most teachers perform their duties in a remarkable manner, but they do so in spite of the way in which they are treated and compensated. A teacher is never paid more for doing a better job. Secondly, while working to enhance the teaching profession, we must also face the reality that there are teachers and administrators who are reluctant to take the necessary corrective action.

The third problem cited by the Commission deals with instructional leadership and effective management of people at the

school level. Serving as a principal may be the toughest managerial job in the world, but we fail to treat principals as the instructional leaders of their schools or to prepare them for this awesome task.

Finally, the Commission addresses the problems created by the very nature of teaching in terms of the best use of limited resources. It is essential to have capable teachers, but it is also important that their skills be used in the most efficient way. Despite the legitimate pressure to reduce class sizes, especially in the lower grades, the educational process must be made less labor-intensive in terms of professional personnel through expanded use of technology, improved teaching methods, greater assistance in the accomplishment of non-teaching duties, and reduction in overlapping administrative positions.

Several strategies have been used to improve student achievement scores in the elementary school for disadvantaged groups. In the 1960s, Kenneth B. Clark (1985) a distinguished psychologist, stated that the schools of America had become "an instrument of social and economic class distinction in American Society." The way out of this dilema was thought to be "compensatory education." Compensatory education was an attempt to use the school to equalize children, not by giving them all the same "general education," but by making up for their "lacks."[6] In an effort to counter the career selection function of the schools and to make it less discriminatory against the

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[6] Georgia Department of Education, Education Review Commission, Georgia Quality Basic Education, by Edward C. Harris, Joint Committee Print, Study Paper (Atlanta, Georgia: Public Information and Publication Division, 1985) pp. 9-41.

culturally deprived, the most widely implemented form of compensatory education provides for preschool children. This kind of compensatory education would not interfere with the career selection carried on by the school system. These programs proved so popular that the United States Government provided funds to support them throughout the nation, calling the program "Operation Head Start." The educators hoped that if culturally deprived children got a "head start," the selection and sorting process carried out by the regular school would no longer discriminate against them.

During the 1970s the criticism of schools centered around the changes brought about because of busing to desegregate schools and concerns over economic conditions. The doubts about the effectiveness of schools were fueled by widely publicized findings and opinions of authors like Coleman and Jencks.

Coleman's (1966) national study concluded that schools bring little influence on a child's achievement that is independent of his background.[7] Jencks (1972) found that variations in what children learn in school depends largely on variations in what they bring to school, not on variations in what schools offer them.[8]

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[7] James S. Coleman et al., Equality of Educational Opportunity (Washington, D.C.: U. S. Office of Education, 1966, p. 325.

[8] Christopher S. Jenks et al., Inequality: A Reassessment of the Effects of Family and Schooling in America (New York: Basic Books, 1972), pp. 33-34.

In response to these deficiency-based reports, studies by Brookover and
Lezotte (1979), Edmonds and Frederiken, Weber, Bickel (1979) and Ralph
and Fennessey (1985) have identified schools that are usually effective
in teaching poor and minority children basic skills as measured by
standardized tests. [9]

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[9] Wilbur B. Brookover and Lawrence W. Lezotte, Changes in School
Characteristics Coincident with Changes in Student Achievement (East
Lansing, Michigan State University, 1979); Ronald R. Edmonds and John
R.Frederken, Search for Effective Schools: The Identification and
Analysis of City Schools That are Instructionally Effective for Poor
Children (Behtesda, Md.: Eric Document Reproduction Service, ED170
396, 1979); George Weber, "Inner city Children Can be Taught to Read:
Four Successful Schools" (Washington, D.C.: Council for basic
Education, 1971); William Bickel, "Effective schools: Knowledge
Dissemination, Inquiry", Educational Leadership 12 (february 1983): 305
and John H. Ralph and James Fennessey, "Science or Reform: Some
Questions About the Effective School Model," Phi delta Kappen (June
1983): 689-694

The School Supervision Context

Supervision in the DeKalb School District can be divided into three levels. The upper administration, mid-level administration, and school level administration use distinct methods or control system.

The upper administration is controlled by the Board of education Policy and Board Resolutions. The Board meets monthly to review policies and to formulate new policies. The superintendent delegates authority and responsibilities to the head of each division. The school system is divided into five divisions: Instruction, Administration, Finance, Development, and Business. Each division is headed by an associate superintendent with appropriate assistant superintendents. For example, Instruction is divided into elementary and secondary with an assistant superintendent heading each area. (See Chart 1).

The assistant superintendents supervise the directors, area administrators, and the principals. Supervision is done through visitations and an evaluation instrument that require input from subordinates compared with standards based on the profile of other administrators in the school system.

This total process of the evaluation of supervision depends on a preceived level of achievement rather than the utilization of empirical data which is being generated daily by standardized tests, attendance records, measures of student growth, discipline records, and other objective sources.

At the school system level, the elementary instructional department utilizes a director and instructional coordinator

CHART I

DEKALB SCHOOLS BUREAUCRATIC
MODEL FOR INSTRUCTION AND ADMINISTRATION

INSTRUCTION   ADMINISTRATION

```
                        ┌─────────────────────┐
                        │ BOARD OF EDUCATION  │
                        └─────────────────────┘
                                  │
                        ┌─────────────────────┐
                        │   SUPERINTENDENT    │
                        └─────────────────────┘

┌─────────────────────┐                  ┌─────────────────────┐
│ Assoc. Supt. Inst.  │                  │  Assoc. Supt. Adm.  │
└─────────────────────┘                  └─────────────────────┘

┌─────────────────────┐                  ┌─────────────────────┐
│  Asst. Supt. Inst.  │                  │ Asst. Supt. Adm./Area│
└─────────────────────┘                  └─────────────────────┘

┌─────────────────────┐                  ┌─────────────────────┐
│  Director of Inst.  │                  │ Area Adm. Coordinator│
└─────────────────────┘                  └─────────────────────┘

┌─────────────────────┐                  ┌─────────────────────┐
│  Coordinator Inst.  │                  │      Principal      │
└─────────────────────┘                  └─────────────────────┘

                ┌─────────────────────┐
                │    Lead Teacher     │
                └─────────────────────┘

                ┌─────────────────────┐
                │       Teacher       │
                └─────────────────────┘

                ┌─────────────────────┐
                │       Student       │
                └─────────────────────┘
```
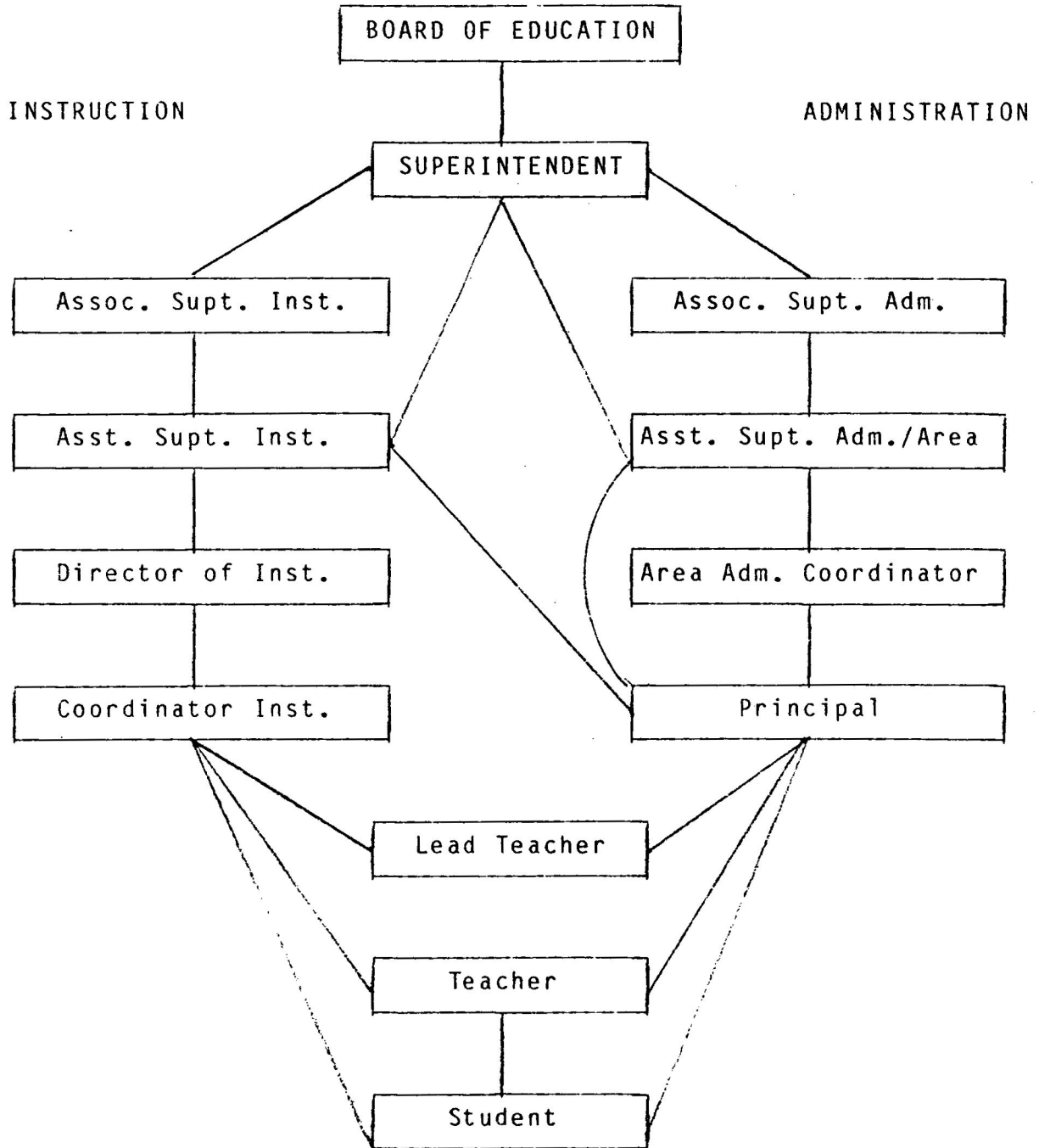
Figure 1: DeKalb Schools Bureaucratic
Model for Instruction and Administration

to control and influence the curriculum. (See Chart 2). This is done by assigning a lead teacher in each school who works directly with the instructional coordinator. Often, the instruction message is delivered by the coordinator directly to the teacher ignoring the principal who is responsible for instruction. (See Chart 3). In the process of developing a unified school district where students can move from school to school and find the same materials which are adopted at the district level limiting the local school's opportunities for creativity in meeting the needs of individual schools. The following statement describes the task of the elementary instructional coordinator:

> Interpretation of the system philosophy and implementation of the elementary program of studies constitute the major responsibilities of the instructional coordinators assigned to the Elementary Instruction Division. This is done through Central Office tasks such as compiling and revision curriculum guides and through local school responsibilities as the Instructional Coordinators work with an entire staff and/or directly with individual teachers.
>
> The principal is the instructional leader in his or her building, and the instructional coordinator works with the principal to support, supplement, and enrich the instructional program of the school. Supervision is positive and helpful and is designed to assist school personnel with instructional goals.[10]

The Instructional Coordinator routinely visits the school for the following reasons:

1. To assist teachers new to DeKalb,

2. To interpet system philosophy,

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[10] Interview with Carolyn Alford, Director of Elementary Instruction, DeKalb School System, Decatur, Georgia, April 10, 1986.

Chart 2

ORGANIZATIONAL CHART

DEPARTMENT OF
ELEMENTARY EDUCATION

DEKALB COUNTY SCHOOL SYSTEM

```
                    ┌─────────────────────────┐
                    │   DeKalb County         │
                    │   Board of Education     │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │   Superintendent         │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │ Associate Superintendent │
                    │   for Instruction        │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │ Assistant Superintendent │
                    │ for Elementary Instruction│
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │    Director of           │
                    │  Elementary Education    │
                    └─────────────────────────┘
```

Instructional Coordinators - 16 positions

| Math/Science | Ed.Computing | FARTHING Art/Lang Arts | Lang Art/Kdg | Health/PE | Science/Eff Sch |

| Lang Arts | Music | Science | Lang Arts/ESL | Soc Studies/Career Education | Social Studies |

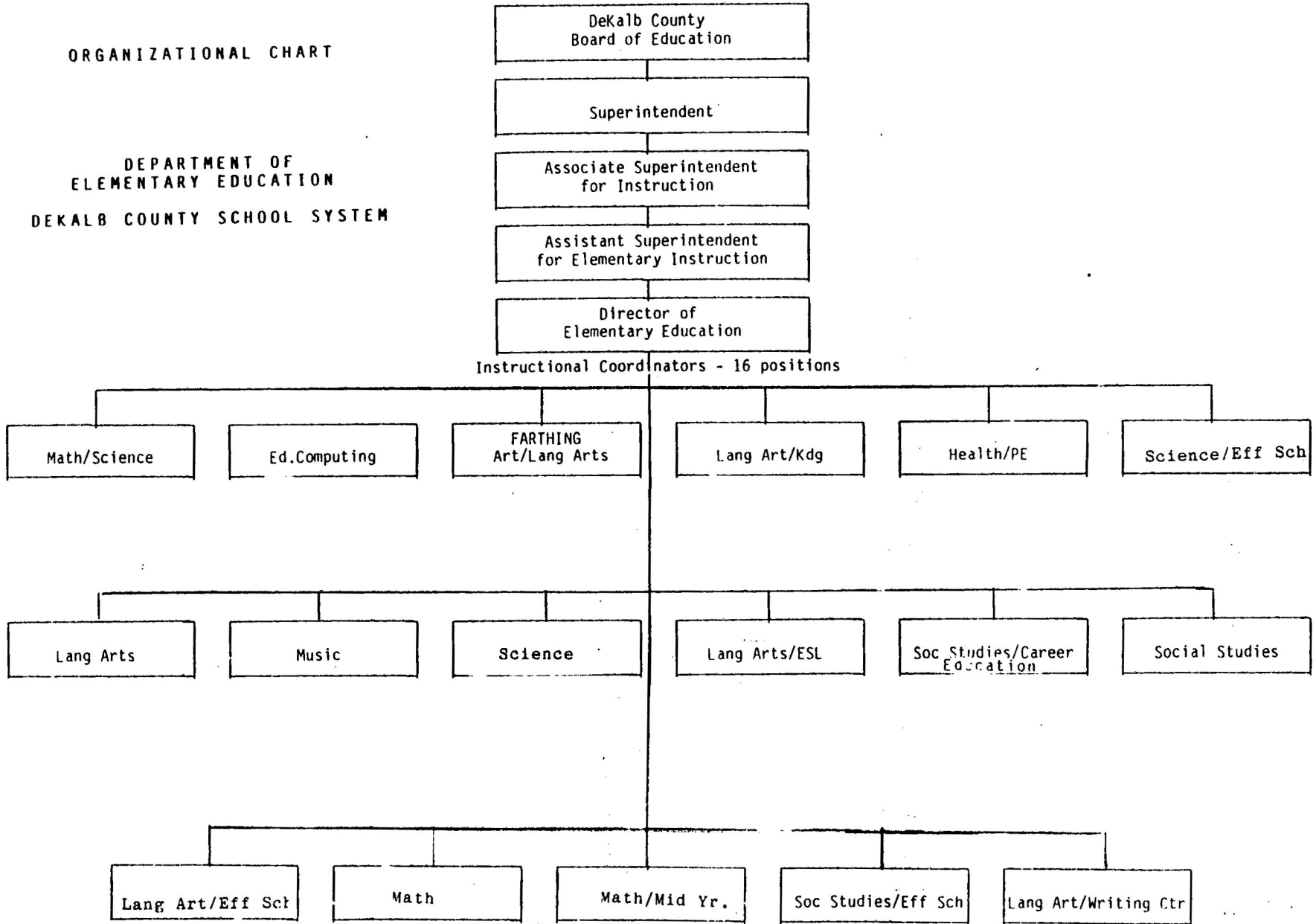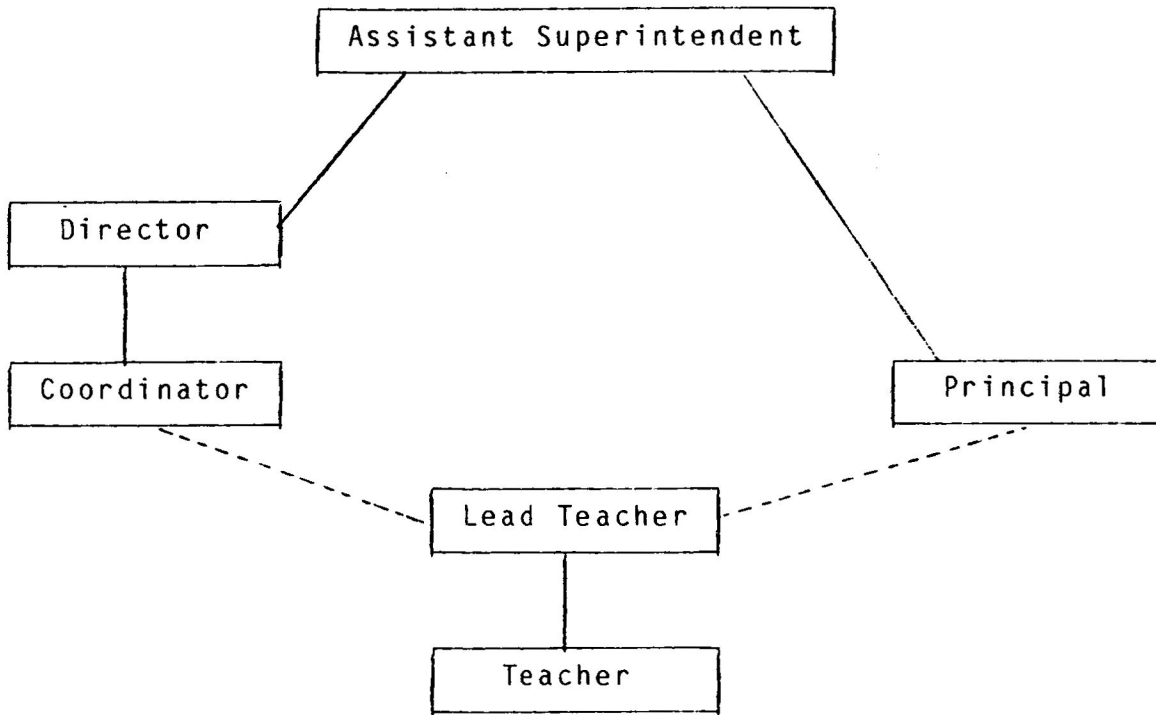| Lang Art/Eff Sch | Math | Math/Mid Yr. | Soc Studies/Eff Sch | Lang Art/Writing Ctr |

Figure 2:   Department of Elementary Education

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CHART 3

DEKALB SCHOOLS
ORGANIZATIONAL CHART FOR ELEMENTARY INSTRUCTIONAL
SUPERVISION

```
                    ┌─────────────────────────┐
                    │ Assistant Superintendent │
                    └─────────────────────────┘
                     /                        \
          ┌──────────┐                          \
          │ Director │                           \
          └──────────┘                            \
               │                         ┌───────────┐
          ┌──────────────┐               │ Principal │
          │ Coordinator  │               └───────────┘
          └──────────────┘
                  \            ┌──────────────┐    /
                   \ _ _ _ _ _ │ Lead Teacher │_ _ _
                               └──────────────┘
                                      │
                               ┌──────────────┐
                               │   Teacher    │
                               └──────────────┘
```

Communication _____

Break Down - - - - - - - -

Figure 3:   Organizational Chart For Elementary Instructional
Supervision

3. To promote effective interpretation of the DeKalb curriculum and management procedures,

4. To analyze and evaluate student progress through local and systemwide monitoring,

5. To provide supportive services as needed, and

6. To provide staff development and in-service training for all staff members.

The instructional coordinator is assigned to certain schools for the purpose of working in all areas of instruction. This is done through determining with the principal and/or instructional lead teacher, or through observations, the specific needs of the school. Classroom visits, individual conferences, and/or inservice sessions may be planned. Especially in reading and mathematics, the instructional coordinator works closely with monitoring reports by each teacher on group and individual pupil progress. Routine classroom observation as well as visitations on requests are made by the instructional coordinator, and a teacher may at any time request services of the Instruction Division through his/her principal. [11]

The local school principal is required by the state to evaluate every professional employee once a year. The DeKalb School System has developed and adopted the Teacher Performance Observation Record and the DeKalb School System Summary of Teacher Appraisal for this purpose. (See Appendix E). The summary is required, and the observation record can be used at the option of the administrator.[12]

The Summary of Appraisal can be scored without observing the teacher in the classroom. It deals with cooperating with colleagues,

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[11] Division of Instruction, DeKalb School System, "New Teacher Orientation," Decatur, Georgia, 1986.

[12] Ibid.

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following policies, record keeping, teacher attendance, professional development, and participation in community activities. The instrument call for a great deal of subjectivity and only the question of attendance and scheduling can be objectively measured.

The Teacher Performance Observation Record requires the administrator to visit the classroom. Generally, the principals say they are following a clinical supervision method in their classroom observation. The clinical supervision consists of five stages:

Stage 1: Pre-observation conference

Stage 2: Observation

Stage 3: Anaysis and Strategy

Stage 4: Supervision Conference

Stage 5: Post-Conference Analysis
         ("Post-Morten")

Goldhammer (1969) gives two reasons for the first stage: (1) to eliminate problems of reestablishing mutual adjustments from the supervision conference, and (2) to reduce anticipator anxieties as both parties prepare to join again in important collaboration. This gives the teacher an opportunity to tell the supervisor what he has in mind and to test and increase his fluency by verbalizing his ideas to the supervisor.[13]

At stage two, observation, the supervisor is required to get a verbatim description of both verbal and nonverbal behavior of the teacher. He then must be able to analyze what has taken place in the

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[13]Robert Goldhammer, Clinical Supervision, (New York, New York; Holt, Rinehardt and Winston, Inc., (1969), p. 4.

teaching. If the data is seriously distorted, the analysis will be worthless. Data never exists for its own sake in clinical supervision. Its chief purpose is to provide a sound basis for planning future teaching. Another assumption favoring observation is the belief that adding eyes will increase the data and to demonstrate commitment to the teacher by paying close attention to his behavior. By being in close proximity to the teacher and the pupils at the moments when salient problems of professional practice are being enacted, the supervisor will be in a position to render real assistance to the teacher.

> In the most general sense, observation should create opportunities for supervisors to help teachers to test reality of their own perceptions and judgments their teaching. I have argued that supervision should result in heightened autonomy for teacher and, particularly, in strengthened capacities for independent objective self-analysis; that supervision which increases teacher's dependency upon the supervisor to know whether his teaching is good or bad is supervision in which the supervisor's unexamined value judgments predominate is bad supervision. But the supervisor's perceptions and evaluations, rather than counting for nothing, represent a potentially excellent source of data from which consensual validation can be obtained. Given his own perceptions of what has taken place, the teacher can test "reality" by ascertaining whether the supervisor's observations (as later his value judgments) tend to confirm or to oppose his own. [14]

Supervisors, as well as teachers, refer to the artificiality of the typical supervisory situation, particularly as it applies to new teachers. Much as the teachers are aware that they and their students

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[14] Ibid.

are "putting on a show" for the supervisor, so the supervisor is aware that he has an orchestra seat; front row center. At issue is the level of trust between the supervisor and the teacher, which probably bears a direct relationship to the level of threat the teacher perceives in the situation. The new teacher may think, "The supervisor, his observations, and his evaluation represent a threat to me. I cannot talk about it with him. The only way I can deal with the situation is to play a game and hope he doesn't find out." The supervisor seems to be saying, "This is a game. I cannot talk about it with him. The only way I can deal with it is to play along but pretend I am not playing." [15]

Thus, in many cases, the supervisor and the teacher get caught in a degenerative charade that has no real winners. It becomes a tie with the exception that the third and sometimes unwitting party to the game -- the youngsters -- may ultimately lose.

The third stage, analysis, is for the purpose of making sense out of the observation data and to plan the management of the supervision conference. Supervisor's comments have often concerned supervifical aspects of teaching -- and have dealt with arbitrarily selected issues, often in an arbitrary and capricious manner. The educational values and principles of educational practices are so ambiguous and uncertain, professional evaluators have almost been forced to choose issues and evaluation critreia arbitrarily.

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[15] Ibid.

The supervision conference, stage four, gives the supervisor an opportunity to provide for the following needs of the teacher:[16]

1. To provide a time to plan future teaching in collaboration with another professional education. Perhaps the best measure of whether a conference has been useful, in teacher's framework, is whether it has left him with something concrete in hand, namely, a design for his next sequence of instruction.

2. To provide a time to redefine the supervisory contract: to decide what directions supervision should take and by what methods it should operate (or whether supervision should be temporarily terminated).

3. To provide a source of audit rewards. In common practice, teachers have few opportunities for their value to be acknowledged by other adults who have professional sophistication and who know their work, that is, teacher's work intimately.

4. To review the history of supervision, that is, the problems that supervisor and teacher have addressed formally and to assess progress in mastering technical (or other) competencies upon which teacher has been working.

5. To define treatable issues in the teaching process and to authenticate the existence of issues that have been sensed intuitively.

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[16] Ibid.

6. To offer didactice assistance to teacher, either directly or by referral, in relation to information or theory that teacher requires and of which supervisor may have relatively advanced knowledge.

7. To train teacher in techniques for self-supervision to develop incentives for professional self-analysis.

8. To deal with an array of factors that may affect teacher's vocational satisfaction as well as his technical competency. The question of what issues of this kind are appropriate to treat in supervision depends largely upon the participants' inclinations, the supervisor's special skills for such work, pertinent situational variables and the over riding question of how supervision can be therapeutic without becoming therapy. [17]

The problem is that teachers expect supervision to be punitive. Most teachers have learned how to second guess the supervisor, how to anticipate what will please him, how to stage appropriate performances for him to observe, and how to jolly him up for their own protection. The counter the game playing attempts of the teacher, Blumberg (1980) makes the following propositions: [18]

> 1. The more a principal exhibits active concern with what teachers are doing and how they relate to each other, the more teachers will exhibit similar concerns.

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[17] Ibid.

[18] Arthur Blumberg, _Supervisor and Teachers: A Private Cold War_, (California: McCutrhan Publishing Corporation, 1980), p.27.

2. The more the principal actively conceives of a school as "a center of inquiry about teaching and learning," the more teachers will do the same.

3. The higher the value the principal places on, and behaves in, an openly communicative and collaborative style, the more teachers will be inclined to test similar mechanisms about their own behavior.

4. The more a principal structures into operations an open feedback system concerning his behavior, more teachers will be inclined to test similar mechanisms about their own behavior.

5. The more a principal communicates by behavior that running a school is an exercise in continual testing, not certainty, the more teachers will conceive of their efforts in a like manner.

6. The more a principal is willing to be open with the teachers about his failures on the job, the better the chances that teachers will be open with each other, their failures -- and their successes too, I might add.

7. The more a principal communicates by his behavior that seeking help is an "all right" thing to do, more teachers will be apt to seek help from each other.[19]

Step five, post-conference analysis, gives the supervisor and teacher an opportunity to make decisions governing their future behavior.

Administrators and teachers differ in their view of supervisory system in schools. Blumberg (1980) reported that only 4 percent of teachers felt that the quality of supervision they received was good. A sizeable percentage of teachers considered that the time they spent with their supervisors was "utterly wasteful."[20] Almost 2,500

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[19]Ibid.

[20]Ibid.

teachers were asked about their sources for new ideas or changes in teaching practices. Only 35 (about 1.5 percent) indicated their local supervisor as a source. The picture that emerges from these studies seems to be that most teachers have a view of supervision that is incongruent with its goals. They may also see supervision as a part of the system that exists but that does not play an important role in their professional lives, almost like an organizational ritual that is no longer relevant. Supervisors tend to view the results of their work in a very positive way, and few feel that what they do with teachers is a waste of time.

A recent report from Georgia suggests that teachers and principals may be at odds over what extent the latter should be involved in the instructional processes of schools.[21] The report finds teachers far less inclined to view principals as instructional leaders than do principals themselves. According to the Georgia report, only 7 percent of the state's teachers view their principals as instructional leaders, while 61% say their principal's role is managerial. Principals, on the other hand, say their role is more instructional managerial 31 to 26 percent. When asked about the ideal role of the principal, only 22 percent of teachers said it was in leading instruction, compared to 54 percent of principals themselves, and 61 percent of superintendents. The crux of the problem is that most of the state's administrators were trained in an era in which management not instructional leadership was seen as most important.

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[21]"Georgia Debates Administrators' Role," Education USA, 28 July 1986, p. 360.

The structure of supervision in the DeKalb System is from top down so the superintendent is solely responsible for the efficiency of the school system and hence for student achievement. This responsibility, however, is delegated down the line. A breakdown in communication at any one point can lead to goal displacement. That is, it can emphasize bureaucratic procedures rather than emphasis on student achievement. Each school has a principal responsible for the supervision of teaching. Here again, if this role is not focused in student achievement as related to the social problems of the child, then the desired impact may not be obtained.

The research generally summarizes the characteristics of Effective school as being strong in instructional leadership, a safe and orderly climate, school-wide emphasis on basic skills, high expectations for student achievement, and continuous assessment of pupils' progress. [22]

Schools with high student achievement and morale show certain characteristics.

1. Vigorous instructional leadership;

2. A principal who makes clear, consistent, and fair decisions;

3. An emphasis on discipline and a safe and orderly environment;

4. Instructional practices that focus on basic skills and academic achievement;

5. Collegiality among teachers in support of student achievement;

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[22] U.S. Department of Education, What Works: Research About Teaching and Learning, by William J. Bennett, Department Report, Ed 395 (Washington, D.C.: Government Printing, 1986), p. 45.

6. teachers with high expectations that all their
    students can and will learn, and;

7. Frequent   review   of   student   progress

Effective schools are places where principals, teachers, students, and parents agree on the goals, methods, and content of schooling. They are united in recognizing the importance of a coherent curriculum, pubic recognition for students who succeed, promoting a sense of school pride, and protecting school time for learning.

The effective school literature emphasizes strong leadership (flexible is only an after thought), monitoring of evaluation, time-on-task, and high expectation for students. While these characteristics have been noted to correlate with school achievement, no explanation is given as to how principals are to implement them. The DeKalb School System has attempted to implement the clinical supervision model as a basic for improving students test scores. The model emphasizes a collaborative interpersonal behavior between the supervisor and the teacher and completely ignores the level of learning experiences and mode of thinking of the low social class students as the basis of making improvements. The leadership categories are in general terms in areas of goal setting, environmental and instructional concerns, and leadership strategies. These are so general that they omit the specifics of the students profile as a basis for curriculum and leadership improvement.

Significance of Study

Looking at the supervision process from a bottom up perspective, the teacher is the critical role in the transfer of

knowledge skills and attitudes to students. Students, however, as clientele must want to learn, and, at the same time,have the basic knowledge and skills necessary to acquire new learning. The motivation to learn and the prior mastery of basic skills are the function of quality of the curriculum and the students background. The way in which these are aligned in the classroom is a function of the teacher. Therefore, the principal and/or the lead teacher must experience this interpretation of the teaching and learning process.

The teacher must also be a supervisor of both the student and parent so as to increase the motivation to learn by selecting appropriate teacher behavior and curriculum materials. The parent is also a supervisor of the teacher by encouraging the teacher of the student by providing a learning environment in the home. A model which integrates these functional roles of supervision with respect to student achievement needs to be researched.

A review of the literature is required to analyze what research has been done in the areas of supervision, leadership, climate, and student achievement.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will review selected literature pertinent to the variables in this study. The literature will be reviewed under four headings, Supervision, Leadership, Climate and Achievement.

The concluding summary attempts to analyze the review of literature and organize it into general statements on the concepts and effects of Supervision, Leadership, and School Climate as they affect student achievement.

Supervision

DeLorne (1985) designed a study to assess the attitude of selected teachers in North DaKota Schools serving native American students toward current and ideal instructional supervision and staff evaluation.[1]   The teacher attitudes were compared on the basis of age and school type. One hundred classroom teachers were surveyed to assess teacher attitudes and perceptions toward current and ideal instructional supervision and staff evaluation processes.   There were statistically significant differences when instructional supervision and evaluation processes were compared as follows: (1) current supervision to current evaluation, (2) ideal supervision to ideal

[1]Teresa Germaine DeLorne, "An Assessment of the Attitudes and Perceptions of Selected Elementary School Teachers Who Serve Native American Children Toward Instructional Supervision and Evaluation" (Ed.d. dissertation, The University of North DaKota), Dissertation Abstracts International 45 (1985).

evaluation, (3) current supervision to supervision to ideal supervision, and (4) current evaluation to ideal evaluation. Statistically significant differences were found when teachers' attitudes toward ideal supervision and evaluation processes were compared on the basis of age. Statistically significant differences were found when teacher attitude toward current supervision and evaluation processes were compared on the basis of school type. Three conclusions resulted from the analysis of the data. First, teachers disagreed that current supervision and evaluation processes were conducted for the purpose of improving instruction. Teachers agreed that, ideally, supervision and evaluation should be conducted to improve instruction. Second, as age increased, teachers' attitudes toward ideal supervision evaluation became less positive. Third, teachers who worked in Bureau of Indian Affairs schools had less positive attitude toward current supervision and evaluation processes than teachers working in public schools.

Rabinowitz (1985) studied the counseling supervision process over the course of a semester. The subjects, Beginning Practicum Advanced Practicum, and Interns from a large mid-western University Counseling Center, were asked to identify critical issues and critical supervisor interventions following such supervisory sessions for an entire semester.[2] In addition, subjects were asked to rate their perceptions of their supervisor, how satisfied they were with the

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[2] Frederic Eldon Rabinowitz, "An Investigation of the Supervision Process Over Time" (Ph.D. dissertation, University of Missouri-Columbia), Dissertation Abstracts International 45 (1985).

supervision and what impact followed each supervisory session, and commulatively at the end of the semester.

It was found that the two most important issues for all groups were getting support from the supervisor for the way they worked with clients.

It was also found that beginning practicum supervisees tended to be most satisfied and impacted by their supervision, which seemed to involve facilitative supervisor interventions early in the process and didactic interventions later in the process. Advanced practicum supervisees also tended to be satisfied and impacted by their supervision, which seemed to involve supervision interventions which encouraged self-awareness and exploration of personal issues which affected their counseling. Interns were less satisfied and impacted by their supervisors which seemed to involve supervisor interventions which encouraged autonomous conceptualizing and treatment planning.

All subjects tended to rate their supervisors as highly attractive, expert, and trustworthy. However, beginning practicum supervisees had the highest ratings, especially on the attractiveness variable. Interns were found to be most consistent in their final evaluation of the supervision process, while beginning and advanced practicum tended to inflate their perceptions when contracted with their weekly ratings.

Several extraneous variables were not controlled because of the descriptive nature of the experimental design. Conversely, the strength of the study lies in its constant and consistent monitoring of the supervision process to detect changes that might be occurring on a

session-by-session basis over time in a naturalistic setting. Several of the findings suggest that the supervision process may be understood from a developmental framework.

Fanning (1985) studied the effects of inservice which focused on improving the teaching act, clinical supervisors/clinical teaching on the achievement test scores of elementary and junior high school students.[3]

The research samples consisted of thirty students, kindergarten through grade six, randomly selected from two comparable and adjacent Kansas school districts. All students completed the spring administration of the Science Research Association (SRA) Achievement Test administered for three consecutive years.

The multiple analysis of variance (MANOVA) and Turkey's honesty significantly differences were the statistical procedures used to analyze the data. Two hypotheses are formulated and analyzed by the SPSS program at the .05 alpha level. The results of the statistical analysis indicated significant differences between the two treatment groups in both mathematics and reading achievement scores.

The primary conclusions include the following: The MANOVA showed that the two groups differed significantly in math achievement over time. The analysis indicated that treatment was the only variable which was significant. Grade level was not found to have a significant effect on math achievement, nor was the grade by treatment

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[3] Robert Gene Fanning, "The Effects of Clinical Supervision/Clinical Teaching on an Achievement Score of Elementary and Junior High School Students" (Ph.D. dissertation, Kansas State University), Dissertation Abstracts International 45 (1985).
interaction found significant.

interaction found significant.

The MANOVA revealed that the math effects of grade and treatment were significant for reading achievement. However, the main effect of treatment was significant only for the second year of clinical supervision/clinical teaching. Kindergarten students scored significantly higher than first and fourth grades in the first year, first graders scored lower than fourth graders the second year, and finally, third and fourth graders scored significantly better than students in the first grade.

Cameron (1985) examined the relationship between the clinical and traditional suepervision model and the teacher need strength. The study addressed the question. What (if any) effect does clinical and traditional supervision have on the satisfaction level of high and lower-order need teachers? [4]

The sample consisted of 157 teachers, 74 supervised via clinical methods and 83 by traditional approaches. The study also included 10 clinical and 10 traditional principles.

Two instruments were used to gather data. The Higher Order Need Strength Measure B was used to identify teacher and preferences and to categorize teachers into higher order or lower order groups. The Teacher Supervision Practices Questionnaire was used to obtain a satisfaction rating from teachers who had clinical supervision and those who had traditional supervisors.

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[4] George James Cameron, "This Effects of Clinical and Traditional Supervision Methods on the Satisfaction Levels of Higher and Lower-Order Need Teachers" (Ed.D. dissertation, University of San Diego), Dissertation Abstracts International 45 (1985).

The researcher concluded that: (1) clinical supervision enhances more positive perceptions and higher levels of satisfaction among teachers when contrasted to traditional supervision; (2) clinical supervisors are perceived more favorably than traditional supervisors when assessed to methods of evaluating the performance of a lesson, methods to helping teachers improve instruction, methods for fostering interpersonal relations; (3) clinical supervision engenders high levels of satisfaction among higher-order and lower-order teachers and those tenured and non-tenured positions; (4) clinical supervision helps lower-order teachers develop a desire for improving their teaching skills and helps higher-order need teachers continue their desire for professional skill development; (5) clinical principals spend more time in supervision than traditional principals as evidenced by the number of classroom observations conducted during the study.

Smilowitz (1985) attempted to determine if behaviors believed to promote and maintain confirming interpersonal relationships between supervisors and subordinates are linked to desirable organizational outcomes.[5] The interactions of 10 supervisors with 76 subordinates were taped and analyzed with an instrument designed especially for this study. Four research hypothesis were tested to measure the relationship of the behaviors exhibited in the interaction with the subordinate's perceptions of the confirming characteristics of the

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[5] Michael Smilolwitz, "Confirms Communication in Supervision/Subordinate DYADS", (Ph.D. dissertation, The University of Utah), Dissertation Abstracts International 45 (1985).

supervisor, their satisfaction with the supervisor's communication, and their job satisfaction. Additionally, the data were analyzed to determine the interactions of company designated average and effective supervisors differed. The results indicated that subordinates who perceive their supervisor to be a confirming supervisor also perceive their communication with the supervisor to subordinates of company designed average supervisors. In spite of the significant perceptual differences, the results indicated no differences in the supervisor's behavior with the subordinates.

Rossicone (1985) examined teacher preferences for and perceptions of direct and non-direct and collaborative styles of supervision.[6] Background variables, such as vocational status, professional training, sex, and size of school as were examined to see if they have a relationship to preference or perception.

Data on 259 teachers and supervisors in 16 Catholic High Schools were gathered using multiple regression analysis and analysis of variance procedures. Preferences were measured by the Supervisory Approach Questionnaire and perceptions were measured by an adapted version of this instrument.

Four percent of the population preferred direct supervision, twenty percent non-direct and seventy six percent collaborative. Seventeen percent perceived their supervisors to use direct, twenty

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[6] Gregory Anthony Rossicone, "The Relationship of Selected Teacher Background Variables to Teacher Preferences for Supervisory Style and Teacher Perceptions of Supervisory Style of Supervisors" (Ed.D. dissertation, St. John's University), Dissertation Abstracts International 46 (1985)

four percent non-direct, and fifty-nine percent collaborative.
On the whole, Catholic High School teachers perceived their supervisors
to be using a style of supervision other than that which they
preferred.

After an extensive review of educational literature on the
history and practice of supervision in Ethiopia, Beyene (1982) selected
26 common supervisory practices for a questionnaire to give to
Ethiopian teachers, supervisors, and the former educators for their
assessment.[7] The findings of his study revealed that: (1) The
following supervisory techniques were felt to be very useful and highly
applicable by a relatively high percentage of respondents: (a)
training and guidance; (b) in-service training or workshops; (c)
demonstration teaching by supervisors; (d) individual conferences with
teachers; (e) classroom visitation and observation. (2) Two-thirds of
all the practices included in the study were felt by over 50 percent of
the respondents to be useful; (3) The respondent favored non-
authoritarian forms of supervision over authoritarian techniques and
felt the strong need for more teacher education.

Collier (1985) investigated the critical competencies needed by
instructional supervisors as perceived by selected school personnel in
Florida. A secondary purpose was to determine the competencies needing

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[7]Tilahun Beyene, "The Kind of School Supervision Needed in
Developing countries. Case Study: Ethiopia" (Ed.D. dissertation, The
University of Maryland), Dissertation Abstracts International 43 (1982).

to be emphasized by Florida School District supervisors in order to perform effectively on the job. [8]

A list of competency statements was identified through the review of the literature: (1) the role of expectations of supervision; (2) the role of the supervisor in Florida; (3) the development and identification of leadership competencies; (4) the studies related to impact of the Florida legislation passed 1967-1984; and (5) the question/answer responses acquired from administrative supervisory personnel concerning legislation affecting the instructional program in schools.

There were 120 instruments (response sheets) distributed to the outside panel members comprised of a variety of supervisory job titles. These were made up from the State Department of Education consultants, university professor, district administrative/supervisory personnel, and Teacher Education Center and in-service staff development directors.

The outside panel of respondents was asked to evaluate and rank order the 73 competency statements on a two column scale.

A taxomony was used to classify the competency statements. This included Critical Functions and Supervisory Domains.

Of the seventy-three competencies, the data revealed that sixty-nine were accepted on the evaluation scale and sixty-seven on the

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[8] Jacquelyn Lightsewy Collier, "Competencies Needed for Instructional Supervisory Personnel in Florida School District as Perceived by Selected School Personnel" (Ph.D. dissertation, The Florida State University), Dissertation Abstracts International 46 (1985).

rank order scale. Among the sixty-nine competencies, accepted, 8 out of 23 or 49 percent, were evaluated in the 1.0 conceptual function cluster as "always needing emphasis," and 9 out of 23, or 39 percent, were in the 1.0 conceptual function cluster. It may be concluded that such a small number is not significant enough to show any overall differences in the evaluation of the competencies being necessary as opposed to the rank order of these competencies being emphasized for Florida instructional supervisory personnel job performance.

Osterman (1985) examined differences in principal supervisory practices and the relationship between dimensions of principal and teacher behavior.[9]

The hypothesis stated that the extent to which teacher behavior would be characterized by amendability to control and mutual adjustment would be positively related to the extent to which principals performed evaluation tasks and distributed authority to enable teachers to influence school policies and practices.

The hypothesis was based on the assumption that evaluation and distribution of authority are dimensions of supervisory behavior which increase teachers' ability to exercise control over task performance and thereby influence the extent to which teachers were responsive to principal control efforts and assumed collective responsibility for task coordination.

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[9]Karen Figler Osterman, "Supervision in Public Schools: An Examination of the Relationship Between Supervisory Practices of Principals and Organizational behavior of teachers" (Ph.D. dissertation, Washington University), Dissertation Abstracts International 46 (1985).

Data were obtained from six principals and 181 teachers during a six month field study of six middle schools in a large urban public school district through observation, interview, and structured questionnaires.

Analysis of questionnaire data demonstrated that (1) there were significant differences between schools on each measure of principal and teacher behavior; (2) amendability to control and combine measures of evaluation and distribution of authority were significantly correlated between and within schools; (3) mutual adjustment and combined measures of evaluation and distribution of authority were significantly correlated within but not between schools; (4) mutual adjustment was significantly related to distribution of authority between and within school's; (5) evaluation and mutual adjustment were significantly correlated within but not between schools.

Descriptive analysis of individual schools demonstrated that principals generally neglected supervision of teacher performance and did not enable teachers collectively to influence school policies and practices. Between schools, there were significant differences in patterns of principal behavior which were positively related to teacher behavior within the schools. Where both measures of principal behavior were high, both measures of teacher behavior were also high, and teachers appeared to be more satisfied, more productive, and more committed to improving the performance of the school.

It was concluded that evaluation and distribution of authority are both important dimensions of supervisory behavior which are

positively related to organizational conditions characterized by a high level of cooperation, communication, and positive goal oriented interaction among principals and teachers.

Leadership

Christie (1982) did a study to determine the relationship between leadership skills and the variables locus of control and job satisfaction. Factors of age, sex, grade, and length of service as a supervisor were also examined for their relationship to leadership skills. [10]

The subjects for this study was supervisors from a large federal agency who were attending mandatory supervisory training seminars. Subjects were asked to volunteer to complete three instruments: The Leadership Effectiveness Adaptability Descriptions (Lead-self), Rotter's Locus of Control Scale, and the Minnesota Satisfaction Questionnaire, short form. Subjects completed a brief questionnaire providing information of age, sex, grade, and length of serve as a supervisor.

Data were analyzed using Pearson Product-Moment correlations and a partial correlation analysis. Further exploratory analyses were performed including Pearson correlations for subgroups of age, sex, grade, and length of service as well as a stepwise multiiple regression analysis.

The findings are as follows: (1) Pearson Product-Moment correlations indicated a significant relationship between leadership skills and job satisfaction and no significant relationship between

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[10] Mary Agnes Christie, "A Study of the Relationship of Locus of Control and Job Satisfaction to Leadership Skill Among Supervisors in a Federal Agency", (Ph.D. dissertation, University of Maryland). Dissertation Abstracts International 43 (1982)

leadership skill and locus of control; (2) partial correlation analysis showed that the significant relationship between leadership skill and job satisfaction disappeared when grade was partialed out; (3) when subgroups of age, sex, grade, and length of service were analyzed, there was a significant relationship between leadership skill and job satisfaction only for the subjects with 1-3 years of service as supervisors; (4) stepwise multiple regression analysis indicated that the variables investigated in this study contributed 19% of the total variance in explaining leadership skill and that age and length of service contributed significantly to leadership skill when all other variables were held constant.

Overall, the results suggest that there is no consistent relationship between leadership skill and the variables selected for this study. While job satisfaction was significantly related to leadership skill in the first analysis, further analysis revealed that this relationship was spurious.

Boyd (1985) focused a study on the implementation of two Instructional Leadership Models developed by the administration of two neighboring school districts in partnership with the University of Pittsburgh.[11] Teachers' opinions about the implementation of the Instructional Leadership Models were documented. The degree of compatibility between teacher ideals or beliefs about instruction and

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[11] Pamela J. Boyd, "International Leadership Not A Spectator Sport: A Study of the Implementation of An Instructional Leadership Model and Its Impact On Teacher Ideals", (Ph.D. dissertation, University of Pittsburgh), Dissertation Abstracts International 46 (1985).

the key philosophic concepts of the model's of mastery learning and effective schools were also major focuses of the data collection throughout the study, and pertained to three elements: The development of the models, the phases used to implement and monitor the models, and teachers' reaction regarding instructional ideals related reactions were collected using a variety of methods including teacher interview, Q-sort, and questionnaire. The sample included fifty-five teachers -- kindergarten through twelfth grade -- from both districts. General findings indicated: (1) lack of teacher input into model development; (2) limited model connectiveness among the three elements; (3) inconsistency between teachers' reactions about the mastery learning concept and their actual instructional practices; (4) minimal teacher support for the ideal of equal educational opportunikties for all students and (5) teachers' general belief in the effective schools concept.

Carter (1983) investigated the interrelationships among teachers' perceptions of site-level administrator's leaderships style, school climate, and teachers' expresed levels of satisfaction or dissatisfication with the trms of the negotiated work contract.[12]

The methodology was a descriptive research design involving a questionnaire for public school teachers in unified school districts.

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[12]Catherine Angotti Carter, "Relationships Among Teachers' Perceptions of Site Adminsitrators' Leadership Style, School Climate, and teachers' Satisfaction With the Contract" (Ed.D. dissertation, University of Sourthern California), Dissertation Abstracts International 43 (1983).

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Leadership style that is perceived as allowing for input from teachers has positive effects on school climate. There is also a relationship between teachers perceiving the climate as humane and teachers stating satisfaction with work conditions on the contract. The feeling of satisfaction with work conditions is related to the teachers' overall perception of school climate.

Leadership style that is perceived as considerate and school climate allowing for input are related, as are contract satisfaction with work conditions and school climate. Relationships exist among the factors of leadership style, school climate,and contact satisfaction with the contract.

Ryan Bell (1985) did a naturalistic research study to describe what behaviors selected by effective elementary, middle level, and high school principals were demonstrated throughout the course of their workday.[13] The study focused on specific similarities and differences which exist among an effective elementary school principal, and effective junior high school principal, and an effective senior high school principal.

Data gathered by the researcher from these sources: as participant and observer, through unstructured and conversational interviews, and through document analysis. Extensive use of a tape recorder enabled the researcher to report many events word-for-word. Collected data were reported using descriptive methodology.

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[13]Collen M. Ryan Bell, "A Naturalistic Observation of Three Effective Principals", Ph.D. dissertation, University of Colorado at Boulder), <u>Dissertation Abstracts International</u> 45 (1985)

The data showed similarities and differences among levels in four major categorical areas: Management and Organization, Interactions with Students, Instructional Leadership, and Curriculum Development.

Some major conclusions drawn by the researcher were: (1) There is no one style of leadership that is effective in all situations, and effective principals use multiple leadership styles to be effective leaders of their respective schools, (2) Effective principals are instructional leaders in their schools; they place high priority on this leadership, and it appears that they would not readily relinquish this major function of their principalsip, (3) Effective principals are able to successfully combine their instructional leadership roles with their managerial roles.

Kanya (1983) designed a study to test the following general hypotheses:[14] Students' Educational Outcomes are a direct function of principal's leadership style when school and principal characteristics are controlled including the socio-economic status of the student body.

In general, the results of this study showed that a relationship exists between some aspects of principal's leadership style and educational outcomes once the variation in outcomes attributable to socio-economic and school factors has been controlled.

Principal's leadership styles characterized by tolerance of uncertainty, consideration and superior orientation dimensions were

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[14] Ngambi Musindu Abahemuke Kanya, "The Relationship Between the Leadership of Secondary School Principals and Educational Outomes of Public High School Students" (Ph.D. dissertation, State University of New York at Buffalo), <u>Dissertation Abstracts International</u> 43 (1983).

positive and significant predictors of desired schooling outcomes of students when controls are made for socio-economic and school factors. Principal's leadership styles characterized by initiating structure representation and persuasiveness dimensions were negative but significant predictors of desired schooling outcomes of students. There were no significant relationships between principal's leadership style dimension and student educational outcomes. There was a negative but significant relationship between principal's leadership style characterized by superior orientation dimension and principal's age. There was a positive and significant relationship between principal's leadership style characterized by reconciliation dimension and principal's experience. There was a positive and significant relationship between principal's leadership style characterized by initiating structure, role assumption, production emphasis, superior orientation dimension and school size. There was generally a positive and significant relationship among principal's leadership style dimensions.

Mukhi (1982) investigated the relationships between leadership styles, climate and performance in organizations by treating leadership style as an input variable, climate as an intervening variable, and performance as an output variable.[15] It was hypothesized that: (1) leadership style would have a significant effect on the organizational

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[15] Suresh Kumar Mukhi, "Relationships Between Leadership Styles, Climate and Performance in Organizations", (Ph.D. dissertation, University of New South Wales), Dissertation Abstracts International 43 (1982)

climate perceptions; (2) group performance would be greater with high organizational climate scores than with low organizational cimate scores; and, (3) leadership style would account for less variance in performance than the organizational climate perceptions.

Researchers have not tested the instruments for reliability and validity, and have not controlled for the relative impacts of structure, technology, task or environmental complexity on climate perceptions. These previous approaches to prediction of performance have generated inconsistent findings which are usually difficult to explain.

In contrast with previous research, this thesis employed leadership and organizational climate measures that were reliable and valid. A dual research strategy of an experimental study through computer similated organizations and a field study was selected in order to control for many of the contingency variables.

Multivariate analysis used to investigate the relative contributions made by each leadership dimension to each dimension of climate further added to the rigor of this research.

The results of this research showed that the leadership style and organizational climate were significantly related. Further, it was found that the groups with high perception of organizational climate tended to be more effective than groups with low perception of organizational climate. Finally, for the significant predictors of the work group performance, it was concluded that leadership styles accounted for less variance in performance than organizational climate.

At a theoretical level, this study concluded that the construct of organizational climate could be used as a unifying construct for

individual behavior, leader/follower, and organization structure research.

Krueger (1985) studied climate at the secondary level as it is affected by the leader behaviors of the building principal.[16] The data in the study were collected from twenty-two secondary schools in the Pudget Sound area of Washington State. The research instrument comprised from two surveys: an adaptation of the School Climate Profile and the Leader Behavior Description Questionnaire by the Ohio State Leadership Study Group.

The population sample included students, staff and administrators from each school. The intent of the study was to measure the significance of the correlation between the following issues: (1) the school climate profile mean score and the mean score of each of the twelve leader behavior factors, (2) the mean score of each of the school climate profile subscales and the mean score of the twelve leader behavior factors, and (3) the mean score of the general climate, the school climate profile and the mean score of each of the twelve leader behavior factors.

The Pearson Product Moment Correlation coefficient was used with interval level data to calculate relationships between the variables. Correlations were determined for the total of the schools ad then for each one of the schools which had been included in the study.

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[16] Dorothy A. Krueger, "Secondary School Climate Relative to Building Leadership Behavior", (Ed.D. dissertation, Seattle University, Dissertation Abstracts International 45 (1985).

As a result of this study, all four of the hypotheses was supported. The correlations were significant in all cases, with one exception, for each hypothesis tested for the combined total of the twenty-two schools. There was no significant correlation recorded between the school climate profile and the leader behavior factor identified as "production emphasis." The rationale for this latter occurrence can only be speculated.

The study defined an increased awareness of the leadership role of the building principal and outlined the need for this person to bring strength and vitality to the position. It also determined a correlation between the perception of the leader's role and the perception of the productivity and satisfaction existing within a school, as measured by its climate profile.

Weiss (1985) made a study to determine whether interpersonal needs as measured by the FIRO-B were related to instructional leadership effectiveness of elementary school principals in Connecticut.[17] Instructional leadership of principals was determined by subordinate teachers completion of the PAIL questionnaire. The FIRO-B was administered to principals to identify their interpersonal needs. Principals also completed a personal data survey containing questions on age, sex, undergraduate major,highest degree held, years of teaching experience, and years of administrative experience.

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[17]Henry James Weiss, "Selected Interpersonal Needs of Elementary School Principals and Instructional Leadership Effectiveness" (Ed.D. dissertation, University of Bridgeport), Dissertation Abstracts International 46 (1985).

While 100 principals were contained in the total sample, only the top quartile and bottom quartile of principals as determined by PAIL average rankings were used for comparison. The top 25 instructional leaders were classified as most effective instructional leaders and the bottom 25 were classified as least effective instructional leaders. First, personal data categories were compared using Chi-Square tests at the .01 level of significance to determine if the test quartiles were truly random except for instructional leadership effectiveness. Of the six personal data categories, only the number of years of teaching experience and the number of years of administrative experience were found to be significantly differet for these two quartiles.

Tanner's (1982) research evolved from the need for identifying critical entry points in school improvement efforts and the growing perception that the managerial behaviolr of elementary school principals is one such critical entry point that has been greatly neglected.[18]

The research purposes were to determine the comparative input on school effectiveness of selected characteristics of pupils and principals and to investigate the impact of participation in an inservice training program on principals' leadership characteristics.

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[18] James Roland Tanner, "Effective of Leadership, Climate and Demographic Factors on School Effectiveness: An Action Research Project in Leadership Development", (Ph.D. dissertation, Case Western Reserve University), Dissertation Abstracts International 43 (1982).

School effectiveness is defined as consisting of two interrelated dimensions, productivity (achievement in reading comprehension) and teacher satisfaction with school working environment. The characteristics selected for analysis were the following: pupil scholastic aptitude; school enrollment; poverty rate among the pupils; proportion of black pupils in the enrollment; principals' age, sex, race, leadership style, motivational needs, length of teaching and administrative experiences, and school working climate as perceived by teachers.

The sample for the study consisted of the 52 Cleveland Public elementary school principals who participated during the final two years, 1975-77, and their schools. Data for the analyses were obtained from official records of the school system and through instruments used input. Pupils' aptitude and achievement were measured by the Kuhlman-Anderson Test of Scholastic Aptitude and the Comprehensive Test of Basic Skills, respective. Measures of principals' leadership style and motivational needs and of school climate were derived from instruments published by McBer and Company, including the Motivational Style Questionnaire, the Exercise of Imagination, and the Climate (work environment) Survey Questionnaire. The main statistical procedure utilized was multiple regression analysis with hierarchiacal inclusion of the variables while the leadership, demographic, and climate characteristics were independent variables.

Among the findings generated by the analysis, the following

considered particularly significant:

1. The interrelated set of factors included in this study account for more than three-fourths of the variance in both dimensions of school effectiveness;

2. Factors which are more readily manipulable (leadership style,climate) account for a greater proportion of the variance than do attribute variables (principals' age, sex, race, experience, pupil's demographic features);

3. The single most critical variable in determining school effectiveness is the leadership style of the principal;

4. Teachers tend to be more productive in schools whose principals exercise leadership through interaction (coaching) and unobtrusiveness (pacesetting or affilative behavior); but they are inhibited by control oriented leadership style (authoritarian or coercive);

5. The program for Leadership in Urban Schools is an appropriate and effective strategy for producing change in principals' leadership style, and hence, in school effectiveness.

Allred (1981) researched the relationship between teacher morale and the administrative leadership style of the principal. This study also determined if significant relationships -- based upon the factors of the teacher's age, sex, educational level, and length of service -- existed between teacher morale and the teacher's perception of the principal's administrative leadership style.[19]

An opinionaire and a questionnaire we selected for the purposes of this study. The Purdue Teacher Opinionaire consisted of one hundred statements designed to measure a teacher's morale from the teacher's responses. The Leader Behavior Description Questionnaire consisted of forty statements that were designed to interpret the respondent's perception of the principal's style of leadership.

Both instruments were administered to 496 teachers who represented seven secondary schools. Of the 496 subjects in the study, 268 (54 percent) returned completed instruments.

The data were analyzed by using the Pearson Product-Moment correlation coefficient and the Spearman Rank-Order correlation coefficient hypotheses.

Findings of this study include the following:

1. There is a significant positive relationship between
   teacher morale and the teacher perception of the
   principal's leadership style.

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[19]Clifton David Allred, "The Relationship Between Teacher Morale and the Principal's Administrative Leadership Style", (Ed.D. dissertation, East Texas State University), Dissertation Abstracts International 41 (1981).

2. There is a significant positive relationship between teacher morale and the age of the teacher.

3. There is a significant positive relationship between how a teacher perceives the principal's leadership style and the teacher's age.

4. There is no significant relationship between teacher morale and the sex of the teacher.

5. There is a significant negative relationship between how a teacher perceives the principal's leadership style and the teacher's sex.

6. The males participating in this study perceived the principal's leadership style rating as high in each dimension of leadership, while the females perceived the principal's relationship between teacher morale as low.

7. There is no significant relationship between how the teacher perceives the principal's leadership style and the educational level of the teacher.

8. There is a significant relationship between teacher morale and the teacher's length of service and

9. There is no significant relationship between how the teacher perceives the principal's leadership style and the teacher's length of service.

The following conclusions were reached:

1. Although teacher morale is significantly related to both dimensions of leader behavior (initiating structure and consideration) identified in the Leader Behavior Description Questionnaire, it is apparent from the obtained correlation coefficients that teacher morale is higher when the principal exhibits the consideration dimension of leader behavior.

2. Older teachers tend to have higher morale than younger teachers.

3. Older teachers tend to perceive the leadership style of the principal to be more in the Initiating Structure Dimension than the Consideration.

4. Men tend to perceive the principal as rating higher in both dimensions of leader behavior than do women and

5. The morale level of teachers tends to increase with each additional year of teacher service.

Climate

Ausejo (1984) examined the leader-behavior characteristics of urban elementary school principals in the State of California as perceived by their teachers in order to identify those characteristics related to the positive organizational climate in their respective schools. [20]

The data gathering instruments were the Leader Behavior Description Questionnaire and the Organizational Climate Descripition Questionnaire.

Statistical analysis of the research data was accomplished by means of several steps dependent tests, discriminant analysis, Pearson Product-Moment correlation coefficients and canonical correlational analysis.

The first research question determined if there was a significant relationship between the principals' and teachers' perceptions of school climate and leader behavior. Relative to climate, teachers' ratings were more positive than principals' on Disengagement and Esprit. Principals' ratings were more positive on Production Emphasis and Consideration. Relative to leader behavior, principals were consistently higher in their ratings of their own leader behavior than were the teachers.

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[20] Lindalee Ausejo, "The Relationship Between the Elementary Principals' Leader Behavior and the Urban School Climate in the California Educational System", (Ed.D. dissertation, University of San Francisco), Dissertation Abstracts International, 45 (1984).

The second research question assessed which teacher perceived characteristics of leader behavior were associated with better organizational climates. There was a consistent higher scores associated with more closed climates. Sixty-five percent of the schools were rated as closed in climate and only four schools had open climates.

The schools with Open/Autonomous climates demonstrated high teacher morale; Controlled/Familiar climates showed satisfactory teacher morale; Parental/Closed climates showed low teacher morale. Teacher scores were able to predict the three climate types.

The third research question examined the degree of congruency of principal and teachers' perceptions of principals' leader behavior as it related to organizational climate. There were negligible correlations between the two sets of congruency scores. Congruency between teachers and principals within a school did not relate to whether the school's climate was open or closed.

Although this study did not establish a relationship between the two congruency measures, it demonstrated that the LBDQ can be used to predict perceptions of school organizational climates using the OCDQ.

Graham (1984) studied the relationship of perceived secondary principals' leader behavior as identified by secondary teachers and measured by the Organizational climate Survey (OCS), and perceptions of secondary school climate held by secondary teachers

and measured by the Organizational Climate Index (OCI).[21]

More specifically, the study focused on the following hypothesis; independent variable of teacher perceived principal leader behavior as measured by the OCS and factors of the dependent variable of teacher perceived school climate as measured by the OCI.

The sample for the study was 250 teachers and their respective building principals representing fifty secondary schools in the states of Iowa and Missouri. Data for the independent variable of teacher perceived leader behavior were provided by measures of the OCS. Data for the dependent variable of teacher perceived school climate were provided by measures of the OCI.

The examination of the data presented by the multiple regression analysis prompted rejection of the hypothesis. The data revealed a relationship between selected independent variable factors and the dependent variable factors of Personal Dignity, Organizational Effectiveness, Orderliness, Impulse control, Developmental Press, and Control Press.

Therefore, secondary school principals can improve their effectiveness by addressing through their behavior, those selected independent variable factors which are most highly related to the dependent variables they wish to impact.

Hariri (1982) conducted a study to answer two research questions

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[21]Ronald Ware Graham, "A Study of the Relationship of Teacher Perceived Leader Behavior and Teacher Perceived School Climate", (Ed.D. dissertation, University of Missouri-Columbia), Dissertation Abstracts International, 45 (1984)

concerning the adequacy of educational administrators' preparation in Sauda Arabia and to determine: Are there differences in the compentencies of trained and untrained principals as they are perceived by the teachers? And, are there difference in the "climate" of the schools staffed by trained and untrained principals as these principals are perceived by teachers?[22]

A stratified random sample of 358 intermediate teachers from the cities of Mecca, Rayed, and Dammam was divided into two groups: 164 teachers who principals had received administrative training and 189 teachers whose principals had not received any formal administrative training. Questionnaires were distributed and 316 (88 percent) were returned. Data were analyzed by descriptive analysis, Chi-Square testing, and the General Linear Model (multiple regression).

The training of principals did not account for any significant portion of the variation in the dependent variables: competency of principals as perceived by teachers or the school climate as perceived by teachers.

As defined and measured in this study, the administrative training programs in Saudi Arabia have little, if any, effect on the behavior of principals as perceived by the teachers with whom they work.

Fleming (1981) did a study to determine whether school climate was "real" in the sense of being measurable. A secondary purpose was

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[22]Hashim Bakur Hariri, "School Climate, Competency and Training of Principals in Intermediate Schools in Saudi Arabia", (Ed.D. dissertation, University of Northern Colorado), Dissertation Abstracts International 43 (1982).

A school climate questionnarie was also adminsitered to each faculty member in each school.

The data showed perceptions of school climate are not random. Data showed that both students and faculty perceptions of school climate differed from school to school. Students and faculty did not appear to perceive the climate the same. Student perception of school climate is related to student attitudes toward school and this relationship is strong and consistent across schools. Multiple regression indicates that perception of school climate is loaded most heavily by attitudes.

Daily (1981) found the major factors which caused a school to be effective and they include: (a) The principal is seen as an effective leaader that is, one who stresses the importance of teamwork, who supports the development of new ideas, who encourages the free flow of communication, and who provides expert advice and guidance in matters relation to teachers' performance of their jobs; (b) The internal working environment is one where teachers support and trust one another and where cooperative collaborative group processes are the norm; (c) Both the leadership style of the principal and the internal environment created, in past, by the teachers are conducive to the use of participative decision making practices at all levels of the organization. [24]

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[24]Richard Edward Daily, "A Causal Analysis of Satisfaction, Performance, Work Environment and Leadership in Selected Secondary Schools", (Ph.D. dissertation, University of California, Berkeley), Dissertation Abstracts International 42, (1981).

The processes by which the causal factors influence the school's performance and the level of staff satisfaction include: (a) The principal is the primary causal agent. The principal's behavior sets the tone for the internal climate of the school, (b) School performance is partially a result of these leader behaviors (as medicated by the internal working environment) and partially a result of the satisfaction levels of the teaching staff, (c) Teacher satisfaction is affected primarily by objective feedback of individual perception as to the prevailing performance level of the school (d) Teacher satisfaction may also be influenced by the perceived ability of the principal to provide rewards for high quality teaching performance.

Achievement

Schultz (1984) surveyed school principals in New York State regarding their perception of administrative tasks that they feel influence student achievement.[25] Three factors emerged on the current scale and were interpreted as school climate, assertive leadership, and student testing. The principals perceived school climate as the most important task on this scale. On the desired scale, two factors emerged and were interpreted as assertive leadership/school climate and student testing/instruction. The principals perceived the task of assertive leadership/school climate as the more important of the two tasks on this scale.

Differences due to school size, administrative level and location were explored. A difference was discovered between the elementary level, junior high and, senior high school level principal as to their perceptions of how important school climate and student testing were.

Finally, two exploratory questions were included in this study. On both the current and desired scales, the principals perceived the teachers as the ones having the most effect on students' academic achievements. However, the principals perceived themselves as also having some influence on student outcomes.

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[25] Robert J. Schulz, "Principals' Perceptions of Leadership Behavior Associated with school Outcomes", (Ed.D. dissertation, Hoftra University), Dissertation Abstracts International 45 (1984).

Beavers (1981) studied the relationship between selected variables and student achievement as identified by reading and mathematic scores reported from the Iowa Tests of Basic Skills Test results.[26] The selected variables considered were teacher education level, teacher experience, teacher absenteeism, cost per student, socio-economic status of student, resource density, and IQ test scores reported for the verbal battery of the Cognitive Abilities Test.

The data were collected through the use of centralized reports and personnel files of the Garland Independent School District. IQ scores and mathematic and reading achievement scores were obtained from results of the Iowa Tests of Basic Skills. The entire fifth grade class of the Garland Independent School District was used for the study a total of 1,902 subjects.

The questions to be answered concerned the effect the predictor variables had on student achievement. They hypotheses were tested through the use of multiple regression analysis. Statistic significance was determined through an analysis of variance. They hypotheses were accepted or rejected based on significance at the .05 level.

The data revealed that IQ showed a strong positive relationship to achievement. the relationship was statistically significant at the .05 level. The predictor variables that were found to be statistically

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[26] Harry James Beavers, "The Relationship between Selected Educational Variables and Student Achievement in A Selected school District", (Ed.D. dissertation, East Texas State University), Dissertation Abstracts International, 42 (1981).

significant with reading achievement were teacher absenteeism, cost per student, socio-economic status, and resource density. Teacher education and experience showed no statistically significant relationship to reading achievement.

Those variables that showed a statistically significant relationship to mathematics achievement were teacher experience, teacher absenteeism, cost per student, socio-economic status and resource density. Teacher education level did not show a statistically significant relationship to mathematics achievement. Selected combinations were tested and IQ was found to provide for most of the strength of the relationship to both reading and mathematics achievement.

The following conclusions were reached: (1) There is no statistically significant relationship between teacher education level and student achievement in mathematics and reading; (2) There is a statistically significant relationship between teacher experience and student achievement in mathematics; (3) There is no statistically significant relationship between teacher experience and student achievement in reading ;(4) There is a statistically significant relationship between teacher absenteeism and student achievement in mathematics and reading; (5) There is statistically significant relationship between cost per student and student achievement in mathematics and reading; (6) There is a statistically significant relationship between socio-economic status of pupils and their achievement in mathematics and reading ;(7) There is a statistically

significant in mathematics and reading; (8) There is a statistically significant relationship between IQ scores of students and their achievement in mathematics and reading.

Guth (1984) used an input-output approach to investigate the relationship between selected schooling inputs and processes and gains from the third to the sixth grade in pupils' California Achievement Test total scores in reading, language arts, and mathematics in 122 elementary schools in North Carolina. Three Pupil Variables, nine School Variables, five Principal Variables, and one Financial Support Variable were the input variables of the study. School's learning environment, school's instruction program, and principal's instructional leadership and management were the process variables of the study.[27]

In the research design, two controls (for different school units and for pupils' socio-economic status) were used to investigate the relationships between the input variables and pupil's achievement gains. Three controls (for different school units and grade organizations, for different principals, and for pupils' mobility) were used to determine the sample. Two controls (for inputs and for outcomes) were used to determine the schools to visit and to investigate the relationship between the process variable and pupils'

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[27]James Harry Guth, "The Relationship Between Selected schooling Inputs and Processes and Gains in Elementary School Pupil Achievement in Reading, Language Arts, and Mathematics", (Ed.D. dissertation, North Carolina State University at Raleigh), Dissertation Abstracts International 45 (1984)

achievement gains. The Pupil Variables were combined as an index of pupils' socio-economic status.

Aggregate and school by school data analyses were performed to determine the relationships between the input variables and pupils' achievement gains. Variances in the process variable measures were compared with the variances in pupils' achievement gains to determine the relationship between the process variables and pupils' achievement gains.

The Percent of teacher turnover was found to be positively and significantly (P < .05) related to gains in pupils' reading and mathematics achievement. Pupils' third grade achievement was found to be the best predictor of pupils' sixth grade achievement. Pupils' socio-economic status was not found to be related to pupils' achievement gains. Pupils' race was not found during school visits to be related to pupils' achievement gains. Schools were not found to exhibit similar gains in all three areas of achievement. All three process variables were found to be related to pupils' achievement gains.

Boonchaoy (1980) examined the role of the elementary school principal to determine the extent that he was actually involved in the improvement of instruction.[28]

The data necessary to complete this study were obtained from

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[28]Suvith Boonchaoy, "The Role of the Public Elementary Principal in the Improvement of Instruction in Nakornsrithamarat Province, Thailand", (Ed.D. dissertation, West Virginia University), Dissertation Abstracts International 40 (1980.

the elementary school principals in Nakornstrithamarat Province: 633 or 81 percent of them participated.

The instrument used in this study was a questionnaire developed in two sections. The first 10 items inventoried the principal's personal professional background and the pupil enrollment of his school as possible contributory factors to his instructional leadership performance. The second section included 27 items based on the literature which encourage the principals to make an assessment of the practice in which they engaged and opinions they held which revealed their role in the improvement of instruction. The questionnaire was translated into the Thai language before being given to the principals.

The principals' responses to each questionnaire item were totaled and presented in a series of bivariate frequency tables. Five selected factors as independent variables from the first section of the questionnaire were applied. The Chi-Square procedures was calculated for each table to determine whether the factor and the item were independent at the 0.5 level of significance. The relationship was reported and examined.

Findings and Conclusions

1. Size of the pupil enrollment in the principal's school, and the amount of administrative experience in the principalship, the principals' highest level of educational attainment, and the number of teaching specialists on the staff were not significantly related to the principals' responses to the questionnaire statements.

2. There were significant relationships at the .05 level between the amount of the principal's teaching experience and his response to three of the 27 instructional programs of their schools.

3. The principals stated their central office policies had made it clear to them that they were charged with the leadership of the instructional program of their schools.

4. The principals spend most of their time during the school day in improving instruction.

5. The principals subscribed to a democratic style of leadership in principal; they involved their faculties and communities in the planning for improvement of instruction.

6. The principals welcome the services of district employed subject area consultants or supervisors to assist the total staff with instructional improvement and

7. The principals have different opinions in evaluating the performance of teachers and in evaluating the educational program of the school in terms of the educational objectives.

Ahmad (1985) initiated a study to determine the relationship between and among leadership style of the elementary school principals, the climate of the schools they administer, and student achievement as

measured by their performance on standardized tests.[29]

A questionnaire, which consisted of the Leadership Behavior Description Questionnaire and a climate questionnaire, modelled on the CFK Ltd. School Climate Profile, was administered to all teachers in 32 randomly selected elementary schools with enrollment between 400-2000 in the Federal territory of Kuala Lumpur, Malaysia. Standard V Assessment scores were used to measure student achievement. Principals were interviewed for information on student background as well as their perceptions of bureaucracy. Analyses of variance were used to determine the relationship between leadership style and school climate as well as between leadership style and student achievement. Relationship between school climate and student achievement was determined by using the Pearson Product Moment correlation.

Of all principals interviewed, 75% were either high or low on both leadership behavior dimensions. Leadership style of elementary school principals in Kuala Lumpur, particularly the leadership behavior dimension of consideration, was significantly related to school climate. Leadership style of elementary school principals in Kaula Lumpur was not significantly related to their perceptions of bureaucracy.

Elementary school principals were either both relations-

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[29]Rahimah Haji Ahmad, "The Relationship Between and Among Leadership Style School Climate and Student Achievement in the Elementary School Princpalship in the Federal Territory of Kuala Lumpur, Malaysia", (Ph.D. dissertation, University of Southern California), Dissertation Abstracts International 45 (1985).

task-oriented or neither relations-oriented nor task-oriented. Leadership Style with high relations-orientations were associated with more open schools; higher student achievement was associated with more open schools. Leadership Style of elementary school principals was not influenced by their perceptions of bureaucracy affecting the school.

Duggan (1984) studied the effects of principal supervisory communication style on teacher and student outcomes in the elementary schools of a large urban school district.[30] The major hypothesis of this study predicts that principal supervisory communication style will indirectly affect student achievement through its influence on teacher conformity and principal teacher congruity. Principal supervisory communication style, however, will differ in its effect on the behavioral and attitudinal dimensions of conformity and congruity according to the proportion of direct (one-way) or indirect (two-way) communication used by the principal. Based on prior research, indirect communication is predicted to be the more effective means of influencing teacher behaviors and attitudes concerning teaching practices.

Data for this study was obtained from the district's elementary schools through the utilization of questionnaires, interviews, and the inspection of school records. All data were aggregated to the school level because the school is the unit of analysis. Multiple regression

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[30] John Peter Duggan, "The Impact of Differing Principal Supervisory Communication Styles on Teacher and Student Outcomes", (Ed.D. dissertation, Rutgers University, The State University of New Jersey). Dissertation Abstracts International 45 (1984).

analysis was used to test the hypotheses and to control for the effects of school size and student socio-economic status.

Analysis of the data supported the major hypothesis of this study. However, the data revealed that although indirect communication functioned directionally as predicted, it as the direct communication variable that positively and significantly affected both behavioral and attitudinal congruity, which, in turn, positively and significantly affected student achievement outcomes.

CHAPTER III

THEORETICAL FRAMEWORK

It is proposed that if a school system's central office conducted an effective school treatment on a group of schools and it also established a control group of principals, then the experimental schools should predict a factorized effective school characteristics more than the matched control schools or a randomly selected control schools, even when controlling for biographic data of the teachers.

If the treatment schools cannot predict a factorized effective school characteristic, then other practices (factors) in the sample may explain the factorized effective schools characteristics. The reason for this is that the literature on the effective school is not precise. Edmonds and Legothe (1979) have not defined the characteristics in measurable terms and have not provided indicators for a questionnaire.[1]

Therefore, in this research a battery of items covering all aspects of an effective school were created by Persaud (1986) and administered by this researcher to the selected schools.[2] It was expected that items which closely matched the stated characteristics of

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[1] Edmonds and Legothe, Search for Effective Schools: The Identification and Analysis of City Schools That Are Instructionally Effective for Poor Children. Cambridge: ERIC Document Reproduction Service, ED 199 396, 1979, p. 6.

[2] Ganga Persaud, "Supervision by Student Profile Analysis," Paper Presented at Spring Conference of the Department of Administration and Policy Study in the Department of Education, Atlanta University, Atlanta, Georgia, 16 April, 1986.

the effective school literature would be placed in the same factor in a factor analysis of all items. Other items which cover the concept on how schools should teach for the needs of low achievers were expected to be placed in other factors. The reason is that these latter items are included because they support the impact of parental background and curricular needs of low achievers as suggested in the literature of Coleman (1966).[3] On the other hand Edmonds (1979) and others have not targeted these aspects in an operational sense. The projected variables are stated in the following diagram.[4]

1. Experimental Schools

2. Matched Control Schools
   Schools

   Factorized Effective School Characteristics

3. Selected Post Control.
   Schools

4. Other international Chara-
   teristics: Student Profile
   Analysis, Testing and Teach-
   ing to Meet Needs of Profile,
   Supervision

5. Biographic Variable of Teach-
   ers
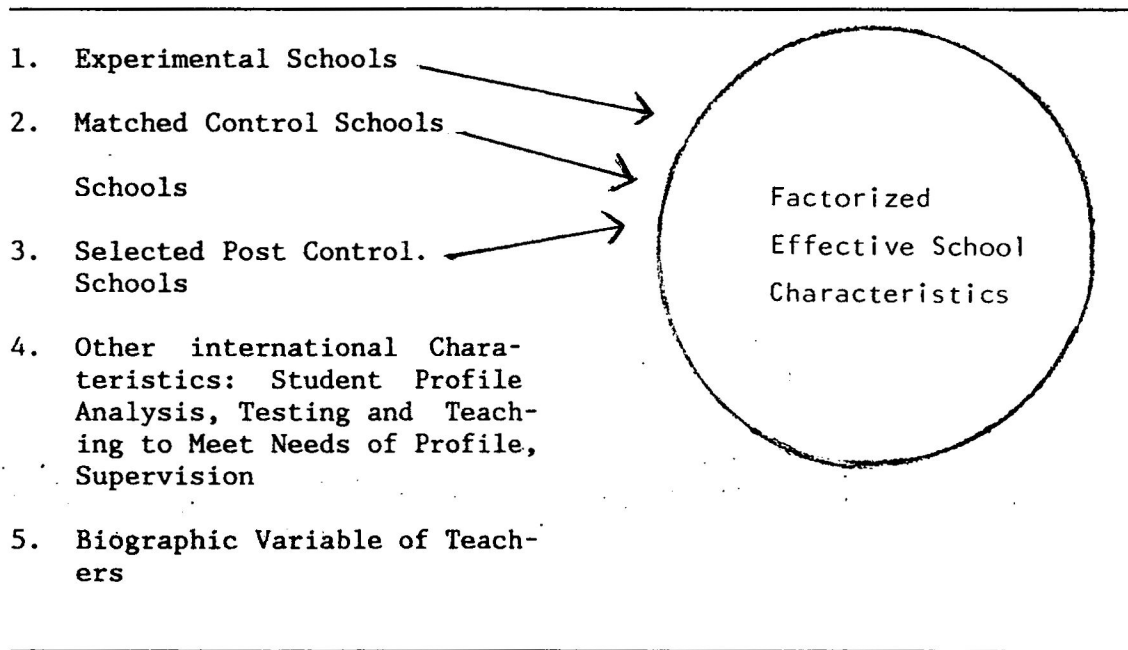
Figure 4: Factorized Effective School Characteristics as Projected
           to be Related to Experimental Schools and Other Variables.

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[3] James S. Coleman, et al., Equality of Educational Opportunity, Washington, D.C..: U.S. Office of Education, 1966, p. 325.

[4] Ronald R. Edmonds, "Effective Schools for the Urban Poor," Educational Leadership, (October 1979), p. 25.

Definition of Variables

The global effective school characteristics include the following variables.

1. <u>Student Achievement and Discipline</u> is measured in terms of the degree to which teachers see students' achievement and discipline as improving as a result of teaching. This is related to Edmonds: (1977) "Emphasis on Discipline and Safe and Orderly Environment" and, Instructional Practices that Focus on Basic Skills and Academic Achievement".[6]

2. <u>Leadership Styles</u> refers to the intent to which the principal provides open supervisory behavior. This is related to Edmonds (1977) "Virgorous Instructional Leadership" and "Constant Fair Decisions".[7]

3. <u>Testing and Teaching for Low Achievers Development</u> refers to the extent to which teachers review student work and lowers the teaching level to provide a sense of success for students. This is related to Edmonds (1977): "Frequent Review of Student Progress".[8]

4. <u>Teaching for the Benefit of Slow Achieving Students</u> refers to the extent to which the principal ask teachers to identify the needs of

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[6] Ronald R. Edmonds, <u>Search for Effective Schools: The Identification of Schools that are Instructional Effecitve for Poor Children</u>, Cambridge, Mass., 1977, (Draft Article).

[7] Ibid.

[8] Ibid.

these students; to create strategies to meet them and follow up with teachers. This is related to Edmonds (1977) "Vigorous Instructional Leadership.[9]

5. Belief in Students' Ability refers to teachers high expectation that all students will learn. This refers to Edmonds (1977): "High Student Expectation Dimension."[10]

6. Time-On-Task refers to the extent to which the supervisor emphasizes Time-On-Task.

7. Student Profile Analysis refers to the extent to which the supervisor in pre-conference asks teachers to analyze students' achievement in relation to socio-economic backgrounds with a view to develop strategies to counteract the negative effects. This aspect is not addressed in the effective school research.

8. Using Experience of Low Achieving Parents refers to the extent to which teachers analyze the experiences of such parents and create teaching strategies to counteract them. This is supportive of the literature which suggests that parental background is related to student achievement (Norman, 1985).[11]

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[9] Ronald R. Edmonds, Search for Effective Schools: The Identification of Schools that are Instructional Effective for Poor Children. Cambridge, Mass., 1977, (Draft Article).

[10] Ibid.

[11] M.C. Norman, "Parental Involvement, Income, Educational and Marital Status on the Academic Achievement of Fourth Grade Students", (Ed.D. dissertation, Atlanta University, 1985), pp. 87-88.

9. <u>Observation Climate</u> refers to the extent to which the supervisor maintains an open collaborative mind when observing teaching in the classroom. This is related to the observation stage of the clinical supervision model.

10. <u>Post-Observation Judgment</u> refers to post observation evaluation of the clinical supervision model and measures the extent of collaborative evaluation.

11. <u>Experimental Method</u> refers to the extent to which the supervisor encourages experimental methodology.

12. <u>Class Control</u> refers to the extent to which the supervisor emphasizes controlling methodology in the classroom.

13. <u>Teaching Autonomy</u> refers to the extent to which teachers feel they have the freedom to make decisions and teach as they see the need.

14. <u>Faculty Criteria for Evaluation</u> refers to the extent to which teachers contribute to faculty evaluation.

15. <u>Belief in Teachers Capability</u> refers to the extent to which teachers see the supervisor as believing the teachers as capable.

16. <u>Teachers Grow</u> refers to the extent to which teachers feel they grow and develop in understanding and techniques as a result of supervision.

Projected Relationship of the Variables

It is expected that an effective school should include the following variables in a factor analysis: High Student Achievement and Discipline, Teacher Growth, teaching which utilizes the experience of low achievers, teaching which uses the influence of low achieving parents, Time-On-Task, and teachers' criterion for their evaluation of student ability.

These variables are selected to be related to Edmonds (1979) view of the effective school. [12] It is expected that any effective school should consist of teachers who perceive themselves, and their students, as growing over time. If the principals are vigorously encouraging the teachers to select curriculum and methodology to meet the needs of poor students drawn from poor environments, then the teachers should obtain some success with these students. Further, as these students develop, the teachers themselves should experience a sense of growth as their understanding of the problem of lower students deepen and their own skills developed to cope with such problems.

On such an atmosphere, teachers can spend more time-on-task and will be able to influence the principal on how they should be evaluated. Further, such an overall climate is likely to generate an expectation for student achievement as teachers begin to believe in the ability of their students to achieve.

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[12] Ronald Edmonds, Search for Effective Schools: The Identification and Analysis of City Schools that are Instructionally Effective for Poor Children. Cambridge: ERIC Document 199 396, 1979.

However, the effective school literature does not tell a principal/supervisor what to do to facilitate teachers in developing and understanding of the learning problems of low achieving students and their environment. Therefore, such variables include whether or not the principal asks the teachers to: probe into the background (SES) of students in relation to the respective test scores, teach - test - reteach to focus on these problems so as to counteract them.

It is expected that these variables would predict the factors used in effective school characteristics in the sample schools. The reason is that in DeKalb county all schools have been sensitized to the needs of the effective schools such as time-on-task, high expectation, supervision of the instructional program, evaluation and community participation. These are all included in the universe of learners which all schools are expected to follow. (See Appendix E). Hence, teachers are expected to see themselves as practicing these when rating them, but there is a big difference between perceiving what is needed and doing what is actually reqired to do to achieve what is seen as needed. Most teachers would say that they have high expectations for students but would not agree that they should give a higher grade to a low achiever (than he/she deserves) just to encourage him/her. Therefore, teachers teach to grade and place students not to create a rewarding atmosphere. Yet, this seems a necessary condition to promote high expectations for students. Further, if the principal or supervisor does not get the teachers to target the slow achiever and through a profile analysis to learn of their problems and create curriculum and

teaching strategies to build up these students, their teacher behaviors will not promote their professed belief in high expectations for students.

Most principals in the school system also profess to follow Clinical Supervision Model and again, if they do not follow the techniques of students profile analysis, assessing the needs of students and relate curriculum, teaching and testing strategies to receive problems then the supervision will be following the simple bureaucratic procedure of showing that supervision has taken place.

It is also expected that if principals followed the clinical supervision in terms of student's profile analysis in pre and post observation, observation of teaching and class control, then such principals would also be perceived as having an open leadership style, high belief in teachers capability, and autonomy.

Conceptual Support For The Interlinkages of The Variables

The social system model of Getzel and Guba is applicable in this situation to explain the linkages of the variables. In a school, the principal is the leader of the social system. He has the power from Central Office to control the organizational structure, the group dynamics, and the personality factors of each teacher, student, and parent. These relationships are shown in Figure 5. In the diagram, the teacher as an individual comes to the classroom with his/her own values socialized by age, sex, race, experience and qualifications.

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[13]Jacob W. Getzels and Egon G. Buba, "Behavior and the Administrative Proces," The School Review 65 (Winter, 1954): 423-441.
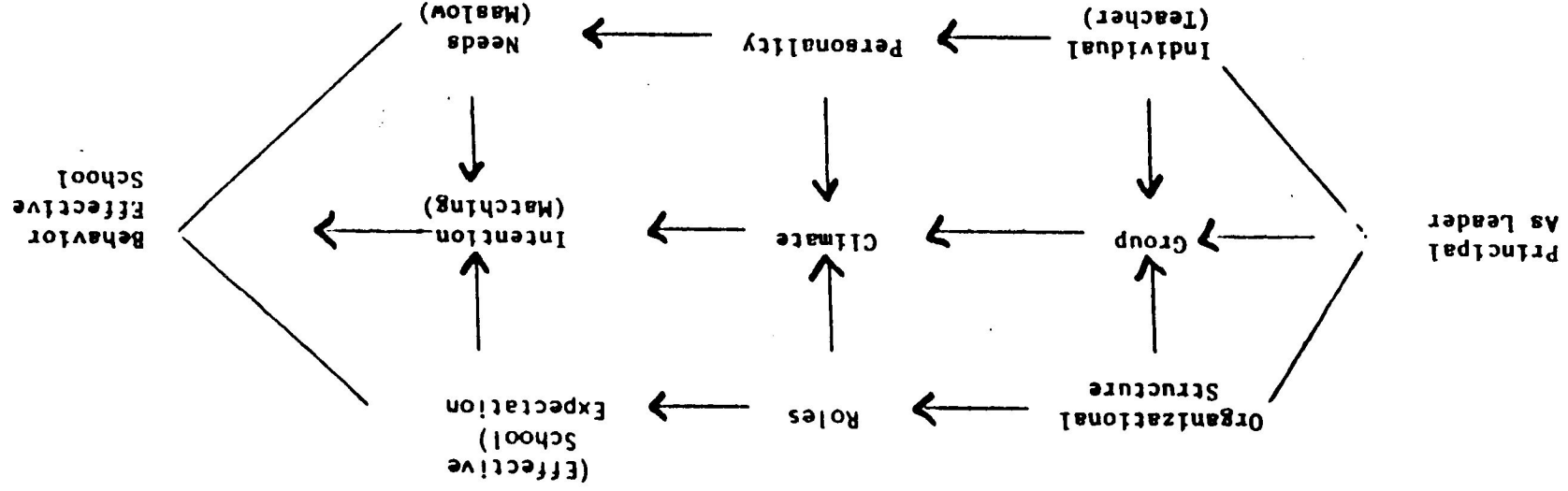
Parents and students also come to school with different personalities
and needs and molded by their experiences due to age, sex, race, work
experience and training. It is the principal who must set in motion
the appropriate organizational structure to accommodate the individual
teacher, parent, student into manageable groups for the purpose of
planning and implementing teaching and learning experiences appropriate
to the needs of each individual.

The principal sets the organizational roles of teachers. Of
these roles match the personality of the teachers,then a happy teaching
and learning climate will be generated. In such a situation the
personality needs, climate intentions and role expectations will all
merge into a positive interactive network which will improve the work
behavior of teachers and students. In this way, when the principal
and teachers set achievement targets, these will be achieved. If
principals are trained at workshops in the effective school, improve-
ment will then be fostered in the school. They must transfer this
learning so as to match role expectations to climate and to teachers'
needs if the effective goals are to be achieved.

Obviously, some principals might not be participative in
transferring the effective school literature, and therefore, teachers
needs for self-esteem and self-actualization will not be met. Maslow's
(1954) motivation then suggest that man has a hierarchy of needs
including affliative, self-esteem and self-actualization. The need
for actualization means that teachers also have a need for autonomy

and participation in decision-making.[13]

The Central Office instructional coordinators might also not be recognizing the needs of teachers and, therefore, it is possible for a school to be told about the effective school literature in an authoritarian manner, thereby, building resistance. In a condition of resistance, the needs of teachers, groups, and role expectation will be divergent, and hence, the effective school characteristics will not be achieved.

The selected control school, however, knowing they are a control group, might seek to win the favor of central office by learning of the effective school characteristics and attempting to practice them independently. Since the principals want to achieve, they might offer more participation to teachers and show more consideration for teacher needs.

According to Halpin (1963) a positive school might develop. The positive climate will integrate the needs of teachers into their role functions, thereby, increasing their actual practice of the behaviors of the effective school. [14]

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[13] Abraham H. Maslow, Motivation and Personality, New York: Harper and Row Pub., 1954.

[14] A. W. Halpin, The Organizational Climate of Schools, Chicago: Midwest Administration Center, University of Chicago, 1963.

As a result of the above situation, the main source of variation might not be treatment but the extent to which principals and teachers understand the process of teaching and learning as applied to slow learners of low income groups. Insofar, some principals and teachers might be targeting these learners and creating curriculum and teaching strategies to resolve their learning problem. To that extent, teachers would see the principals as working towards the effective schools.

The clinical supervision also has to be seen in this content. A principal might be so concerned in gaining collaboration that he might not be actively sensitizing the teachers to the needs of slow learners in the pre-observation, observation of teaching and post-observation stages.

Obviously, a principal is collaborative but did not focus on the techniques of the curriculum and, in particular, did not target the needs of slow learners in any profile analysis, then collaboration will not lead to perception of an effective school. If the principal and teachers in the treatment groups were not made conscious of this, then the treatment will not lead to the effective school. Observation of the treatment suggests that it did not include students profile analysis.

Hypotheses

1. There is no significant difference among the perception variables which are proposed to constitute the effective school.

2. The Effective School Characteristic will not be predicted, more significantly, by experimental school type than by teacher sex, age, qualification, experience and the other perception school characteristics.

3. There will be no statistically significant difference in the Effective School Characteristic scores among the experimental, control, and non-control schools.

CHAPTER IV

RESEARCH METHODS

The Design of the Study

The design was quasi-experimental and quasi-surveyed; that is to say, there was a treatment and a matched control group not randomly selected - hence, a quasi experimental.

To control for the Hawthrone effect, a group of schools was randomly selected and all groups were administered a questionnaire (See Appendix A) which covers a broad spectrum of the principal instructional supervisory behavior and several dimensions of the effective school and students' profile.

The background data of each teacher was added to provide for additional control of such sources of error as (history, maturation, statistical regression, etc.). The design was quasi-surveyed because the schools are not randomly selected and there was a treatment variable against some schools in their matured order. the teacher views were surveyed and utilized as individual scores along with their biographic data.

Thus, there was an experimental group, a matched control group and a selected group at the end of the experimental period.

The teachers in each school were surveyed and then individual opinions and biographic profile are allowed to vary the correlational analysis with their school type (experimental or non-experimental).

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The following diagram shows design for the data collection:

School Type	N	Teachers N
Experimental	3	61
Matched Control	3	45
Post Selection	3	60

Total number of teachers = 166

Figure 6:   Data Collection Matrix

Instrument: Questionnaire Validity and Reliability

The concepts in the questionnaire are defined in the Theory Chapter. Each concept was defined and several items were created Persaud (1986) to match the items.[1] The items were administered to a class of educational administration students in a "Research Methodology Course at Atlanta University in Spring of 1986 and to one middle school in the Atlanta Public School System. The principal of the middle school used the student profile analysis with seven teachers and not with others. The items which discriminated between the treatment teachers and the other teachers were kept and other items were dropped. New items were added. The instrument was administered in June of 1986 to the sample schools.

[1] Ganga Persaud, "Supervision by Student Profile Analysis," Paper Presented at Spring Conference of the Department of Administration and Policy Study in the Department of Education, Atlanta University, Atlanta. Georgia, 16 April, 1986.

The items were then factor analyzed as a whole and again items were dropped that did not show variation in the sample. The remaining items were grouped and a scale and item factor analysis conducted for each concept as shown in Appendix F. Each concept formed one factor with the items attributed to he concept. Only a small number of factor coefficients were less than .7 indicating a very high construct validity and reliability.

Administration Of The Instrument

Permission was obtained from school system. (See Appendix D). Ten schools were selected by examining the following attributes:

1. Student Achievement - scores on the California Achievement test (the percentage of students scoring one or more years below grade level over the past three year period).

2. Socio-economic Status - verified free and reduced lunch. Verification was based on computerized random sampling of 10 percent of eligible free and reduced lunch applicants.

3. Support Programs in School - Chapter 1 Mathematics based on free lunch on free lunch) Compensatory Education Reading (based on student achievement).

4. Student Mobility Rate.

5. Attendance of Staff and students.

6. Faculty Characteristics - Age, experience, and academic training.

Ten schools match the above criteria. From the group, three of the schools were selected as experimental based on the high school which the students would attend and three designated as control. This was done to provide a potential for a longitudinal study. Three of the four remaining schools were selected, based on their willingness to cooperate with the experimenter, to control for the Hawthorne effect potentially created by the identification of schools as effective and competition potential of knowing that the school is involved in an experiment.

Two hundred seventy-eight (278) questionnaires were delivered to the nine schools participating in the survey; one hundred sixty-six (166) teachers responded (60%).

Treatment

In response to the effective school literature, the DeKalb County School System has sensitized the faculties to time-on-task by making extensive surveys on elements that distract teachers from teaching. The administrative staff was evaluated by the teachers using the Profile for Assessment of Leadership, (PAL) which was developed by the school system. The administrative and instructional leaders were exposed to a Leadership Seminar on Effective schools during the Summer workshop (1984).[2] Following these activities, the superintendent announced that the school system would conduct an Effective School

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[2] DeKalb School System. Leadership Seminar on Effective Schools. Decatur, Georgia: (June 1984).

Research Project.

The experimental schools organized leadership teams consisting of the principal and four or five selected teachers. Initially, a five day workshop was conducted to train the leadership teams. After the workshop the individual principals were responsible for providing the leadership for developing individual school improvement plan based on the leadership based on the leadership training and the results of the data from the Connecticut School Effectiveness Questionnaire. A general instructional coordinator was assigned as a facilitator and liaison between the local school and central office. There was no restriction placed on schools in the planning and development improvement programs. They were encouraged to request support services from the departments in the school system. Additional inservice sessions were conducted during the school year to address the Effective School Characteristics in the literature.

Systemwide meetings were held by the steering committee that planned the project to address and discuss problems, progress and successes. Local inservice sessions, team meetings, workshops, and school visitations by instructional coordinators were planned by individual schools. (See Appendix B). Monthly summaries were developed by local schools and monitored by instructional coordinators at the school system level.

Statistical Analysis

The data were analyzed by correlational techniques (running

SPSS statistical packages) in order to test the hypothesis as shown in Table 4.1.

First, a factor analysis was conducted to determine the effective school characteristics as factorized and the other variables placed in other factors. Then, a Pearson Product Moment correlation was used to test the hypotheses and finally, a regression analysis was used to ·test the order of contribution of all variables to the factorized effective school characteristics.

TABLE 4.1

CORRELATION MATRIX

	TGrow	CuExF	Sad	FaCrEv	TTLoAB	TAuto	BTCap	StPA	BSA	PTOJu	OTC	LS
TGrow	1.00000											
CuExF	.71348	1.00000										
SAD	.71788	.65162	1.00000									
FaCrEv	.47643	.55329	.44122	1.00000								
TSLoach	.39184	.55477	.37745	.27746	1.00000							
TAuto	.35882	.32740	.29512	.28488	.55533	1.00000						
BTCap	.45019	.76871	.28774	.46431	.10768	.28760	1.00000					
StPA	.21878	.36592	.30222	.26792	.50636	.37154	.10871	1.00000				
BSA	.31072	.26090	.29240	.21812	.87660	.19692	.20405	.33856	1.00000			
PTOJu	.19871	.08291	.12890	.14290	-.19138	.13564	.19760	-.14892	-.15011	1.00000		
OTC	.17088	-.01951	.11785	.07728	-.08464	-.00106	.24779	.00836	.00836	.37540	1.0000	
LS	.52553	.35510	.36157	.42312	.13847	.20800	.40735	.11597	.01105	.40783	.39582	1.00000
CCT	.17386	.12449	.04162	.13567	.00592	.01631	.20170	-.06699	.03755	.30291	.30122	.21032
TTLoAB	.18760	.23422	.19516	.15646	.37064	.16228	.02614	.27260	.35823	-.27575	-.14934	.06286
ExMet	.07422	.25256	.09501	.15535	.31763	.18578	.06802	.29472	.24890	-.16465	-.14139	.00372
UsExLAP	.54820	.62933	.59982	.44732	.39568	.35871	.25785	.26768	.30540	.01735	.02240	.28748
TOT	.50741	.53064	.47928	.35768	.35165	.24228	.15365	.23224	.24239	.00276	-.01410	.24203

Figure 7: Correlation Matrix

CHAPTER V

DATA PRESENTATION AND ANALYSIS

The data are presented as follows: first, the results of the factor analysis which reduce the large number of variables into their respective communities, second, the results of the regression analysis of the dependent variables effective school characteristics (as factorized by the independent variables) and third, an analysis of variance effective school characteristics by school type.

The Results of the Factor Analysis

Because of the large number of perception variables, a factor analysis was conducted to reduce them into their respective communities. This step was necessary to make each variable statistically independent of one another, in order, to prevent multicolinearity when the regression analysis was conducted. At the same time, it was stated in the Theoretical Framework that it was necessary to determine the factorization characteristics of the effective schools. Edmonds and others (1979) have hypothesized the salient characteristics but did not conduct a factor analysis to determine whether these characteristics, as listed, are, in the same community. [1]

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[1] Ronald Edmonds, Search for Effective Schools: The Identification and Analysis of City Schools That are Instructionally Effective for Poor Children. Cambridge: Eric Document Reproduction Service, ED 199 396, 1979.

Hypothesis I

Hypothesis I states that there is no statistically significant difference among the perception variables which are proposed to constitute the effective school

This hypothesis is tested by a factor analysis of all the perception variables. The Null hypothesis of no significant difference requires all the variables to be placed in the same factor.

The results of the factor analysis are stated in Table 5.1. In the table, Effective School Characteristics, Effective Student Expectation and Effective Supervision are defined in Factors I, II, III and hence, the Null hypothesis rejected.

Factor I: Effective School Characteristics

Factorized Variables:

Each factor variable are grouped and labelled as follows:

= SAD (Student Achievement and Discipline) + TGrow (Teacher Growth) + CuExP (Curriculum Experience and Follow Through for Low Achiever Parents) + TOT (Time-On-Task) + FaCrEv (Faculty criterion for Evaluation).

These variables are loaded in the same Factor I as indicated by the higher factor coefficient compared to other factors.

The major finding is that BSA (Belief in Student Ability) and variables related to supervision are not placed in the same factor with Time-On-Task and the other characteristics of the effective school.

Indeed, it would seem, that an effective school is one in which Student Achievement and Discipline, Teacher Growth, Curriculum Follow Through for Low Achieving Parents, Time-On-Task and Faculty Criterion

TABLE 5.1

ROTATED FACTOR MATRIX

	Factor 1	Factor 2	Factor 3
Teacher Growth	.80716	.17756	.32247
Student Achievement and Discipline	.80708	.17658	.17698
Curriculum Experience and Follow Through for Low Achiever Parents	.79873	.32675	.09251
Time-on-Task	.74613	.02462	.03655
Using Experience of Low Achieving Parents	.72044	.21858	.06567
Faculty Criterion for Evaluation	.53713	.28711	.32500
Student Profile Analysis	.19742	.71287	-.06699
Teaching for the Benefit of Slow Achievers	.08720	.71287	-.09017
Teacher Autonomy	.16887	.64265	.25974
Experiment Methodology	-.04322	.63421	-.09178
Belief in Student Ability	.31620	.49691	-.09477
Teaching and Testing for Low Achievers Benefit	.24111	.45033	-.34507
Post Teaching Observation Judgment	.02346	-.19765	-.72690
Observation Teacher Climate	-.05277	-.05529	.69783
Leadership Style	.35237	.08505	.67829
Belief in Teaching Capability	.27088	.25386	.56484
Classroom Control Technique	.11921	-.14121	.50243

Figure 8: Rotated Factor Matrix

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for evaluation forms one set of interrelated activities.

This suggests, that belief in Student Ability, generally known as High Student Expectation, is independent of Time-On-Task while it is more closely related to other variables as suggested in Factor II.

Factor II: Effective Student Expectation

= StPa (Student Profile Analysis + TBeSA (Teaching for the Benefit of Slow Achievers) + TAuto (Teachers Autonomy) + ExMet (Experimental Methodology) + BSA (Belief in Student Ability) + TTLoAB (Teaching and Testing for Low Achievers Benefit).

These variables are loaded in Factor II because the factor coefficient are higher than in the other factors.

The main finding is that Belief in Student Ability are more closely related to the teachers' feelings of autonomy and experimentation in the school coupled with their understanding of students' profile and their capability to teach and test slow learners according to their social and learning levels. These variables form one syndrome which will be called Effective Student Expectation.

Factor III: Effective Supervision

= PTOJu (Post Teaching Observation Judgment) + OTC (Observation Teacher Climate) + LS (Leadership Style) + BTCap (Belief in Teaching Capability) + CCT (Classroom Control Technique).

These variables are loaded in Factor III because the factor coefficients are highest in this factor than in the other factors. It also means the effective supervisor believes in teacher capability, does not emphasize class control, is non-judgmental in the observation of teaching, but in the post-observation influence, the principal is

observed to be negative. The leadership style is also open and not closed.

Hypothesis II

Hypothesis II states that the Effective School Characteristic will not be predicted, more significantly, by the experimental school type than by teacher sex, age, qualification, experience, effective teacher expectation and effective principal supervisory style.

This hypothesis is tested by a regression analysis in which the Effective School Characteristics (as factorized) are used as the dependent variable and all other variables are independent variables.

To results of the regression analysis provide data with respect to this hypothesis. (See Tables 5.2a and 5.2b). In the table Effective School Characteristics (as factorized) are predicted by Effective Student Expectation (EfStuExp). Sex, teacher age, number of years teaching (NumYrs), and number of years at this school are placed out of the equation. Also Experimental School Type is out of the equation and is not significantly related to effective School Characteristics and hence, the Null Hypothesis is accepted. That is to say, the experimental schools did not contribute to any variation in the Effective School Characteristics. In summary, the treatment did not make a difference.

Significantly, however, the Effective School Characteristics are influenced by Effective Student Expectation, Effective Supervision and race. Effective Student Expectation contributes .493885 (beta weight) and Effective Supervision .400806 to the Effective School in that order and highly significant at infinity. Race makes a very small

TABLE 5.2a

REGRESSION ANALYSIS OF EFFECTIVE SCHOOL (DEPENDENT) WITH OTHER VARIABLES AS INDEPENDENT

Dependent Variable Effective School

Independent Variables in the Equation:

	B	SE B	RsqCh	SigCh	Beta	T	SigT
1. Effective Student Expectation	.591269	.071417	.2713	.003	.493885	8.292	.0000
2. Effective Supervision	.688353	.100677	.1585	.003	.400806	6.837	.0000
3. Race	1.961756	.975595	.0139	.046	.119784	2.011	.0460

Multiple R =   .66610
R Square   =   .44369
Adjusted R Square =.4338
Signficant of
  F Change =   .0460

Analysis of Variance
F = 43 06 758
Significant of F = .0000

Figure 9: Regression Analysis

TABLE 5.2b

VARIABLES NOT IN THE EQUATION

	Beta In	Partial	Tolerance	Min Toler	T	Sig T
Experimental School Type	.068515	.091629	.994968	.965455	1.168	.2447
Sex	-.080726	-.106166	.962207	.935983	-1.355	.1774
Teaching Position	-.033537	-.044493	.979157	.965082	-.565	.5728
Age	.098074	.127505	.940301	.940301	1.631	.1048
Number Years in Present School	.013116	.017268	.964297	.952394	.219	.8268
Number of Years Experience	-.021233	-.027537	.935681	.935681	-.350	.7271

Figure 9: (Cont.)

contribution .119784 (significant at .05 level) to the variation in Effective School Characteristics.

Hypotheses III

Hypotheses III states that there will be no statistically significant difference in the Effective School Characteristic scores among the experimental, control, and non-control schools. The data with respect to this hypothesis is stated in Table 5.3. In the table, the mean scores for the non-control school is 42.25, the control is 43.18, and the experimental school is 43.24. The results of the analysis of variance show that the F ratio is only 0.296 which is significant at 0.828 level and does not meet the required .05 level. Hence, the Null hypothesis of no significant difference is accepted.

Summary

In the factor analysis teachers in both the experimental and non-experimental schools seem to rate Student Achievement and Discipline, Teacher Growth, Curriculum Experience follow up for Low Achievers, Attention to Low Achieving Parents' Experiences, Time-On-Task, and Faculty Evaluation in the same community. This accounts for why these variables are placed in the same factor (Factor I). This means that teachers in all schools are generally socialized by central office resource personnel to accept these variables as logically related.

The more fundamental issue is why Teachers Belief in Student Ability was not placed in Factor I? The explanation seems to be that

TABLE 5.3

ANALYSIS OF VARIANCES: EFFECTIVE SCHOOL CHARACTERISTICS BY SCHOOL TYPE (N = 165)

School Type	Non-Control (1)	Control (2)	Experimental (3)
Mean Scores	42.25 (46)	43.18 (65)	43.24 (54)

ANOVA

Source of Variation	Sum Of Squares	OF	Mean Squares	F	Signif Of F
Main Effects	60.181	2	20.060	0.296	0.828
School Type	60.181	2	20.060	0.296	0.828
Explained	60.181	2	00.060	0.296	0.828
Residual	10988.090	162	67.828		
TOTAL	11048.271	165	60.959		

Figure 10: Analysis of Variance

for a teacher to believe genuinely in student ability, the teacher also needs to teach at the level of the slow learners, test such students at their level, and to conduct experimentation with different methodology. These practices also require some degree of teacher autonomy.

Leadership Style is similarly related to the non-judgmental aspects in the supervision process rather than the Effective School Characteristics and Effective Student Expectation. This is probably because of the way it relates to the steps in the clinical supervision model (Goldhammer 1969) and hence, form one logical syndrom of activities. [2]

The regression analysis shows that the Experimental School type is not a significant contribution to the Effective School. This can be accounted for by the observation that the Non-experimental Schools were conscious of the experimental treatment group and tried to work on the same aspects of the Effective School Characteristics. Hence, all schools probably grew in the same direction.

Though effective student expectation is not the same factor community with the Effective School, it is non the less predictive of the Effective School Characteristics. That is to say, that effective student expectation is an independent variable, which if cultivated, can improve the Effective School Characteristics. Since the Experimental School type was out of the equation, it meant that irrespective of the school type, those teachers who felt they looked at

[2] Robert Goldhammer, Clinical Supervision: Special Methods for the Supervision of Teachers, New York: Holt, Rinehart and Winston, Inc., 1969, p. 37.

the student's background, adjusted the curriculum accordingly and taught and tested to improve the students achievement sources also had feelings about the Effective School such as personal growth, improved student achievement discipline, time-on-task and parental involvement.

Effective Supervisory Style is also an independent variable impacting on the effective school. Irrespective of the experimental school type, teachers who saw the principal as an effective supervisor (in the term defined) also perceived the school as having Effective School Characteristics. This means, that in the same school teachers for various reasons, see the principal's supervisory behavior differently. One reason is that the same principal probably gives more autonomy, power of experimentation, and feelings of high capability to some teachers than others. These teachers then make adjustments to the curriculum for the benefit of slow learners. These are the teachers who develop a sense of growth in themselves an their students. The question is why is it that the principal gives more autonomy to some teachers and tends to direct others? The answer is in the argument of Hersey and Blanchard (1977).[3] When the teachers are perceived by the principal as immature, the principal pursues and direct them. Result, however, is different than what Hersey and Blanchard predicted. Instead, the teachers develop feelings of insecurity and do not see themselves or their students as developing. However, when the

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[3] P. Hersey, and K.H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources, (3rd Ed., Englewood Cliffs, NJ: Prentice-Hall, 1977). p. 25.

principal sees the teacher as mature, he gives autonomy, and the teachers do feel a sense of growth.

It would seem that the need for self-esteem, recognition and self-actualization exist in both the immature and mature (Hamilton, Summer and Webbs 1982) and hence, principals should be more equitable in distributing such recognition resources.[4]

Race as a predictor of the Effective School has to be explained in terms of the loading of this variable. Black was coded 2 and white 1. Hence, it would seem that black teachers irrespective of the school type develop greater sense of growth, student achievement and discipline, high student expectation, and greater use of parental experiences. In other words, since the majority of the students in the selected schools are also black, there is greater empathy among black teachers and students which accounts for race as a contribution to the Effective School Characteristics.

Summary

Hypothesis I there was no significant differences to effective school variables. Teachers' sense of growth (TGrow), Teachers' perception of student achievement and discipline (SAD), Teachers' perception of curriculum experience and follow through to meet low achievers' needs (CuExF), Time-on-Task (TOT), Teachers' perceived use of the experience of low achiever parents (UsExLAP), and Faculty

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[4] D.R. Hamilton, C.E. Summer and R. Webbs, Organizational Behavior and the Practice of Management, (4th Ed., Glenview, IL, Scott, Foresman and Company, 1982). pp. 8-9.

criteria for evaluation (FaCrEv) are placed in the same community in Factor I and, hence, constitute the Effective School Characteristics.

However, Hypothesis II, the Effective School Characteristics would not be predicted more by the Experimental School type than the variables was accepted. This was accounted for by the observation that the control schools knew the nature of the treatment in the experimental schools and probably not only predicted those dimensions but also conducted innovation of their own in a competitive effort.

The main predictor of effective schools were effective teacher expectation for students, effective supervision, and race of teachers in that order.

In an analysis of variance of the Effective school Characteristics by school type (experimental-control), there was no significant difference at the .05 level indicating that the experiment had no impact.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This study investigates whether the experimental schools more than the control schools would predict the Effective School Characteristics even when controlling for selected variables.

Society expects schools to help students to achieve. Georgia has low test scores compared to other states. In response to the demand for increasing students test scores, the state is testing teachers to maintain high certification. Supervisors at the same time are attempting to improve school climate and leadership behavior in schools for the purpose of improving student achievement. In particular, DeKalb County School System conducted training in the effective school characteristics in a selected number of schools to determine if these schools will improve these characteristics when given special treatment.

The research generally summarizes the characteristics of Effective Schools as being strong in instructional leadership, a safe and orderly climate, school-wide emphasis on basic skills, high expectations for student achievement, and continuous assessment of pupils progress.

Schools with high student achievement and high morale show certain characteristics as listed below:

1. Vigorous instructional leadership;

2. A principal who makes clear, consistent, and fair decisions.

3. An emphasis on discipine and a safe and orderly environment;

4. Instructional practices that focus on basic skills and academic achievement;

5. Collegiality among teachers in support of student achievement;

6. Teachers with high expectations that all their students will learn, and;

7. Frequent review of student progress.

Effective Schools are places where principals, teachers, students, and parents agree on the goals, methods, and content of schooling. They are united in recognizing the importance of a coherent curriculum, public recognition for students who succeed, promoting a sense of school pride, and protecting school time for learning.

A questionnaire to measure all possible dimensions of the Effective School was administered to the population. An item analysis was conducted to eliminate items which did not discriminate. A factor analysis was then conducted to group the items. Items were grouped if they were placed in the same factor and measured the same conceptual dimensions. These conceptual dimensions were then factorized to test for construct validity. (See Appendix F).

Hypothesis I was tested by a factor analysis of all the perception variables. Hypothesis II was tested by a regression analysis of the factorized Effective School Characteristic with all the other independent variables. Hypothesis III was tested by analysis of variance. The results indicated that: (1) Hypothesis I tested that there was no significant difference among the Perception School

characteristic. Hypothesis was accepted as these variables were placed in three different factorial communities. Factor I consist of Student Achievement and Discipline, Teacher Growth, Curriculum Experience and Follow Through for Low Achiever Parents, Time-On-Task, and Faculty Criterion for Evaluation. The variables as a group are called Effective School Characteristics. Factor II, Effective Student Expectation, consist of Student Profile Analysis, Teaching for the Benefit of Slow Achievers, Teacher Autonomy, Experimental Methodology, Belief in Student Ability, Teaching and Testing for Low Achievers Benefit. Factor III consist of Post-Teacing Observation Judgment, Observation Teaching Climate, Leadership Style,, Belief in Teaching Capability, and Control Technique of Teachers. These variables form one syndrome called Effective Supervision.

Hypothesis II states that the Effective School Characteristic will not be predicted more significantly by experimental school type than by teacher sex, age, qualifications, experience, and other Perception School Characteristics. Hypothesis II was accepted.

Effective School Characteristics was predicted by Effective Student Expectation, Effective Supervision and Teacher race in that order. Experimental School Type was placed outside of the equation and, thus, the contribution is not statistically significant.

Hypothesis III states that there will be no statistically significant difference in the Effective School Characteristic score among the experimental, control, and non-control schools. An analysis of variance gave an F ratio of 0.296, which is not significant at the

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required .05 level. Hence, the Null Hypothesis of no significant differences was accepted.

Conclusions

1. Effective Teacher Expectation for Student Achievement and Effective Supervision are more in the nature of inputs for the Effective School Characteristics than a part of the effective school community of variables. The effective school community of variables are: Student Achievement and Discipline, Teacher Growth, Curriculum Experience and Follow Through for Low Achiever Parents, Time-On-Task, and Faculty Criterion for Evaluation.

2. The experimental treatment did not contribute to variation in the Effective School Characteristics.

3. Effective Teacher Expectation for Student Achievement, Effective Supervision, and Teacher Race, in that order, are the key contributors of variation of Effective School Characteristics in this selected sample.

4. When the teacher race (Black) corresponds with the student race (Black) the teachers seem to perceive an Effective School Environment.

5. Among the variables constituting Effective Supervision, Post-Teaching Observation Judgment had a high negative coefficient.

Recommendations

1. Systematic experiment, using a large sample, should be conducted following the dimensions of the Effective School Characteristics and both Effective Student Expectation and Effective Supervision. These schools should be treated in Effective Teacher Expectation for Students and Effective Supervision to determine if such inputs would increase the Effective School Characteristic.

2. All teachers should be sensitized to the needs of low achievers and especially of black students.

3. Effective School Characteristics should be examined to delineate and to determine other grouping of variables.

4. Administrators and supervisors should examine their behavior during the post teaching observation conference in terms of judgments teachers may perceive being made of their behavior.

Summary of Study

This research has examined an Effective School Experiment after two years and found no statistically significant differences among schools. Interestingly, it was found that the family of variables thought to have characterized the Effective School factored into three groups rather than a single group. Another interesting finding has to do with how principals are perceived in the post teaching conference. Among the variables identified as Effective Supervision, Post-teaching Observation Judgment was seen as a negative perception.

The variables believed to have constituted the Effective School Characteristic related in the experiment were groups named Effective student Expectation and Effective Supervision which appeared to be inputs whose output influenced a group of variables named Effective School Characteristic in this study.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Dear Colleague:

I am working on my doctorate and I need your cooperation in
completing this questionnaire from Atlanta University. We are
pre-testing the questionnaire and hence it is a bit long, please
take your time and help us. Your answers are completely
anonymous, so we ask that you don't give your name.

Rate each item as you perceive it as follows:

        ALWAYS   - 5
        FREQUENTLY   - 4
        OCCASIONALLY   - 3
        SELDOM   - 2
        NEVER   - 1

This questionnaire is administered to you for pre-testing, so if
you would like to make comments on any item, please do so.

Thanks for your cooperation.

Sincerely,

Frank Duncan, Jr.

Attachment

SYSTEMS ANALYSIS OF PRINCIPAL'S
INSTRUCTIONAL SUPERVISOR'S BEHAVIOR

Section A

	Always 5	Frequently 4	Occasionally 3	Seldom 2	Never 1

Response

1. The principal/instructional supervisor asks me to break down each student's reading and math scores by sex, conduct, aspirations and parental backdowns.*   5 4 3 2

2. The princpal/instructional supervisor discusses with me how the students social backgrounds are related to their achievement scores.   5 4 3 2

3. The principal/instructional supervisor in conferences ask me to priortize the factors which inhibit/block students achievement in my class.   5 4 3 2

4. The principal/instructional supervisor in conferences ask me to improve the achievement scores of students at the bottom of the class (bottom group). *   5 4 3 2

5. The principal/instructional supervisor ask me to create alternative curriculum materials to resolve the learning problems of students at the bottom of the class (bottom group).*   5 4 3 2

6. The principal/instructional supervisor ask me to use a different curriculum for slow learners than for high achievers.   5 4 3 2

	Always 5	Frequently 4	Occasionally 3	Seldom 2	Never 1
					Response

7. The principal/instructional supervisor asks me to examine the learning style of the low achievers and to choose a more creative strategy for teaching this group than for high achievers.   5   4   3   2

8. The principal/instructional supervisor facilitates teachers' self appraisal with respect to teaching methods and students' achievements.   5   4   3   2

9. The principal/instructional supervisor in conference sets teachers to follow learning objectives and teaching strategies that he/she likes.*   5   4   3   2

10. The principal/instructional supervisor encourages teachers to determine learning objectives and teaching methodologies from their own assessment of learning problems.*   5   4   3   2

11. The principal/instructional supervisor when observing classroom teaching makes teachers feel they are being evaluated.   5   4   3   2

12. The principal/instructional supervisor when observing classroom teaching gives impression that he would prefer the teaching to be done his/her way.   5   4   3   2

13. The principal/instructional supervisor is judgmental and critical when observing classroom teaching.*   5   4   3   2

		Always	Frequently	Occasionally	Seldom	Never

Response

14. The principal/instructional supervisor sets an approving climate when observing classroom teaching. *   5   4   3   2

15. The principal/instructional supervisor in observing teachers is concerned more with creative approaches.   5   4   3   2

16. The principal/instructional supervisors asks teachers to conduct role playing discovery learning, drawing, picture studies, model building, etc. for students who give discipline problems.   5   4   3   2

17. The principal/instructional supervisor prefers teachers to conduct creative activities such as role playing, discovery learning, drawing, picture studies, model building etc. for his/her classroom observations.   5   4   3   2

18. The principal/instructional supervisor prefers teachers to explain lessons and do questions and answer sessions for his/her classroom observations.   5   4   3   2

19. The principal/instructional supervisor prefers teachers to do creative teaching than to maintain strong/tight discipline.   5   4   3   2

20. The principal/instructional supervisor is concerned with covering the syllabus and administering the tests than with the relevance of the syllabus and tests to students' needs. *   5   4   3   2

Always 5	Frequently 4	Occasionally 3	Seldom 2	Never 1
				Response

21. The principal/instructional supervisor is very encouraging to teachers when observing teachers.*

     5   4   3   2   1

22. The principal/instructional supervisor in post-teaching conferences, is often critical of what he/she observes in the classroom.*

     5   4   3   2   1

23. The principal/instructional supervisor in post-teaching conferences, makes judgments on whether the teacher is in-effective.

     5   4   3   2   1

24. The principal/instructional supervisor, in post-teaching conferences, focuses on all the errors he saw in the classroom than in showing his/her appreciation of the good things.*

     5   4   3   2   1

25. The principal/instructional supervisor, in post-teaching conferences, emphasizes the weaknesses as he/she saw than on how teachers see the problems.

     5   4   3   2   1

26. The principal/instructional supervisor in the post-teaching conferences asks the teachers to analyze the teaching and learning problems and to develop their own strategies to resolve them.

     5   4   3   2   1

27. The principal/instructional supervisor asks me to choose my own strategy for improving the learning levels of slow learners.

     5   4   3   2   1

28. The principal/instructional supervisor asks me in conferences to show if the students who were at the bottom of the class (bottom group) at the beginning of term/year have moved up at the end of term/year.

     5   4   3   2   1

	Always	Frequently 4	Occasionally 3	Seldom 2	Never 1
					Response

29. The principal/instructional supervisor in conference asks me to give reasons why students who are at the bottom of the class (bottom group) have not achieved. *

    5   4   3   2

30. The principal/instructional supervisor in conference asks me to set achievement targets for students at the bottom of class (bottom group) and to choose alternative curriculum strategies for the attainment of the set targets.

    5   4   3   2

Section B

31. The principal/instructional supervisor does not give in when you disagree with them.

    5   4   3   2

32. The principal/instructional supervisor criticizes teachers in front of others. *

    5   4   3   2

33. The principal/instructional supervisor asserts that everything be done as he/she instructs. *

    5   4   3   2

34. The principle/instructional supervisor asks for your opinions but prefers his/her own views.

    5   4   3   2

35. The principal/instructional supervisor rejects alternative suggestions for changes.*

    5   4   3   2

36. The principal/instructional supervisor changes polices without consulting teachers.*

    5   4   3   2

37. The principal/instructional supervisor puts your suggestions into operations.

    5   4   3   2

Always	Frequently	Occasionally	Seldom	Never
5	4	3	2	1

Response

38. The principal/instructional supervisor accepts new approaches from teachers.　　5　4　3　2

39. The principal/instructional supervisor lets teachers do their work in ways they think best.*　　5　4　3　2

40. The principal/instructional supervisor decides for teachers what shall be done.*　　5　4　3　2

41. The principal/instructional supervisor is always lecturing teachers on the importance of this of that role and standards.　　5　4　3　2

42. The principal/instructional supervisor makes decisions from one viewpoint.*　　5　4　3　2

43. The principal/instructional supervisor praises teachers for giving ideas.*　　5　4　3　2

44. The principal/instructional does not give reasons for asking you to do things.*　　5　4　3　2

45. The principal/instructional supervisor explains why certain instructional activities are preferable.*　　5　4　3　2

Section C

46. The principal/instructional supervisor accepts your alternative instructional strategies if you disagree with him.　　5　4　3　2

	Always 5	Frequently 4	Occasionally 3	Seldom 2	Never 1

Response

47. The supervisor process enables all teachers to develop their creative talents in teaching.*   5   4   3   2

48. The supervision process enables teachers to develop understanding and skills of teaching which could not have been developed otherwise.   5   4   3   2

49. The supervisor process enables the teachers to relate to parents in ways which help to improve students' achievement.   5   4   3   2

50. The supervision process enables the teachers to utilize the experiences of the parents of low achieving students to improve the students' test scores.*   5   4   3   2

51. The supervision process enables the parents of low achieving students to contribute to their students' achievement.   5   4   3   2

52. The supervision process enables the teachers to utilize the interests and experiences of low achieving students in curriculum planning.   5   4   3   2

53. The supervision process enables the interests and experiences of the low achieving students to influence the teachers' instructional methods.   5   4   3   2

54. The supervision process enables the teachers to improve the discipline/conduct of low achieving students.*   5   4   3   2

55. The supervision process provides workable strategies for improving students' conduct/discipline.   5   4   3   2

	Always 5	Frequently 4	Occasionally 3	Seldom 2	Never 1 Response

56. The supervision process provides essential information necessary for the teacher to improve student achievement. 5 4 3 2

57. The supervision process enables the teacher to improve student achievement. 5 4 3 2

58. Students at the bottom of the class make progress as a result of information gained in the supervision conference. 4 4 3 2

59. The supervision process stifles teacher growth. * 5 4 3 2

60. The supervision process forces the teacher to keep to the regular syllabus. * 5 4 3 2

61. The supervision process forces the teacher to be self-evaluational. * 5 4 3 2

62. The supervision process provides information essential for teacher self development and growth. 5 4 3 2

63. The supervision process provides essential information necessary for the improvement of teacher performance. * 5 4 3 2

64. The supervision process provides essential information necessary for the teacher to improve the quality of teaching. 5 4 3 2

Section D

65. The principal/supervisor believes that all teachers are equally and highly capable. 5 4 3 2

	Always 5	Frequently 4	Occasionally 3	Seldom 2	Never 1

Response

66. The principal/supervisor is supportive of teachers even though the students are low achievers.*

    5   4   3   2

67. The principal/supervisor demonstrates strategies to facilitate teachers of low achieving students to excel.

    5   4   3   2

68. The principal/supervisor believes teachers are highly capable even when their students give discipline problems.

    5   4   3   2

69. The principal/supervisor asks teachers to lower the level of teaching to allow low achieving students to obtain better grades.

    5   4   3   2

70. The principal/supervisor asks teachers to praise low achieving students even if their grades are low.

    5   4   3   2

71. The principal/supervisor asks teachers to tell students they are good and capable even though they give discipline problems.

    5   4   3   2

72. The principal/supervisor asks teachers to tell parents of low achieving students that their grades will be improved.

    5   4   3   2

73. The principal/supervisor follow-up with teachers to see if the teachers' suggested curriculum strategies have improved the performance of low achieving.

    5   4   3   2

74. The principal/supervisor uses objective observational data in evaluating teaching and teacher's performance.

    5   4   3   2

	Always 5	Frequently 4	Occasionally 3	Seldom 2	Never 1

75. The principal/supervisor encourages constant evaluation of the objectives, curriculum and teaching methods to make changes to meet the learning level of the low achievers.   5   4   3   2

76. The principal/supervisor uses the opinions of the staff in the development of criteria to evaluate teachers and teaching.*   5   4   3   2

77. The principal/supervisor accepts opinions of the person being evaluated in the development of rationale for evaluation of the particular person.   5   4   3   2

78. The principal/supervisor emphasizes high expectations for students' achievement but has no plan for implementing the process.*   5   4   3   2

79. The principal/supervisor asks teachers to make the tests simple enough to allow low achieving students to obtain better grades.   5   4   3   2

80. The principal/supervisor facilitates teachers in setting to activities for students' to increase their time-on-task.   5   4   3   2

81. The principal/supervisor emphasizes time-on-task, but it does not show teachers how to increase it.*   5   4   3   2

82. The principal/supervisor has developed a workable approach to improving students' time-on-task.   5   4   3   2

83. The principal/supervisor is critical of teachers rather than helping them to improve time-on-task.*   5   4   3   2

Items 84 through 89 provide biographical information. Please circle all appropriate items.

84.	Sex	Male	Female			
85.	Race	Black	White	Other		
86.	Teaching Position	K-3	K-7	Sp. Ed.	Other	
87.	Age	21-30	31-40	41- 50	51+	
88.	Number of years in this school (include this year)	0-3	4-7	8-11	11-14	14+
89.	Number of years in all schools (include this year)	0-3	4-7	8-11	11-14	14+

*THESE ITEMS WERE ELIMINATED BY FACTOR ANALYSIS.

APPENDIX B

DEKALB COUNTY SCHOOL SYSTEM EFFECTIVE
SCHOOLS PROJECT DESCRIPTION

DEKALB COUNTY SCHOOL SYSTEM EFFECTIVE
SCHOOLS PROJECT DESCRIPTION

PURPOSE

The purpose of the Effective Schools Project is to enable
individual schools within the DeKalb County School System to
become effective schools as specified in the characteristics
of the Effective Schools Assessment Instrument.

TARGET POPULATION

The Effective Schools Project focuses on those elementary
schools where students

1. Score below the national norm on standardized
   achievement tests;
2. Score below acceptable levels on the Georgia
   Criterion-Referenced Tests as set by the
   Georgia State Board of Education;
3. Represent a low socio-economic strata;
4. Represent a highly mobile population.

DESIGN OF THE PROJECT

Three elementary schools will be designed as pilot schools for
this project. Three additional elementary schools will be
designed as control schools. Both groups of schools will
participate in all effective school awareness activities during
the school year and will participate in both pre and post
activities. The difference between the pilot schools and the
control schools will be the intervention provided by systemwide
resources as requested by the local schools.

PROJECT IMPLEMENTATION DATES

This Effective Schools Project is designed to begin with aware-
ness activities from May, 1984, through August, 1984. The
first phase of total school involvement will begin in August,
1984, and continue through June, 1985.

PROJECT EVALUATION

Project evaluation will be based on all aspects of the post-
project assessments administered. It is anticipated that the
pilot schools will show improvement in school climate the
first year and improvement in student performance over a give-
year period as based on Effective School Research.

PROJECT BUDGET

The following items are needed for implementation of the Effective
Schools Project:

Priority 1.	Assessment Materials and Services for six (6) Schools	$ 5,000
Priority 2.	Special Workshops/Inservices for Staffs in Three (3) Schools	2,500
Priority 3.	Teacher Training/Release Time for Staffs in Three (3) schools	7,500
Priority 4.	One Project Coordinator	$35,000
		$50,000

EFFECTIVE SCHOOLS MONTHLY SUMMARY

Activities/Events	Dates	Expected Outcomes	Evaluation Methods	Key Persons	Persons in charge
Staff Orientation Introduction-- videotapes of "Effective Schools Project"	(Aug) Pre- planning week	1. To inform and motivate staff 2. To establish purpose: improved student achievement	Comments and interest shown in project	Principal and Asst. Principal	Principal
School Climate Inservice by Sue Godbey	(Aug) Pre- planning week	To guide the staff in identifying characteristics that make an effective school climate	List of charac- teristics named and recorded by the group	Principal and Leadership Team	Teacher
Effective Schools Leadership Team Meetings	Aug and September	Brainstorming Session: 1. What is an effective school? 2. Identifying school needs 3. Planning for small group meetings with teachers	Input and enthusiasm shown	ESP Leader- ship Team members	Principal
Group Meetings Led by Leader- ship Teams	Augsut and September	1. Follow up with other teachers based on above do #1 and #1 2. Receiving staff input	Comments, suggestions resulting from small group meetings	ESP Leader- ship Team Members	ESP Leader- ship Team Members

Activities/Events	Dates	Expected Outcomes	Evaluation Method	Key Persons	Persons in Charge
Newsletter to Parents	Mid-Sept.	Inform parents	Parents' feedback and interest shown project	Assist. Principal	Principal and Asst. Principal
Volunteer Parents' Program	September Develop. Stages	1. Parent Involvement 2. Conservation of teacher time for planning and evaluating	Number of participants Interest shown by participants	Leader-ship Team	Leader-ship Team
Reviewing Research, Time-on-Task, Homework, Issued notebook for storing research and info	September 26	Help this to be a more effective school	Observation of teacher use of research Measure of achievement from fall to spring	Assist. Principal	Principal and Asst. Principal

APPENDIX C

ABBREVIATIONS

ABBREVIATIONS

Effective School Characteristic

Teacher Growth	TGrow
Student Achievement and Discipline	SAD
Curriculum Experience and Follow Through for Low Achiever Parents	CuExF
Time-On-Task	TOT
Using Experience of Low Achieving Parents	UsExLAP
Faculty Criterion for Evaluation	FaCrEv

Effective Student Expectation

Student Profile Analysis	StPA
Teaching for the Benefit of Slow Achievers	TBeSA
Teachers Autonomy	TAuto
Experimental Methodology	ExMet
Belief in Student Ability	BSA
Teaching and Testing for Low Achievers Benefit	TTLoAB

Effective Supervision

Post Teaching Observation Judgment	PTOJu
Observation Teacher Climate	OTC
Leadership Style	LS
Belief in Teaching Capability	BTCap
Classroom Control Technique	CCT

APPENDIX D

PERMISSION TO CONDUCT THE STUDY

DeKalb County School System
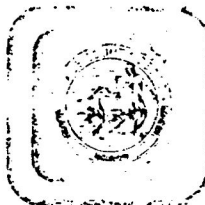
3770 NORTH DECATUR ROAD, DECATUR, GA 30032   May 2, 1986

Mr. Frank Duncan, Jr., Principal
Wadsworth Elementary School
2084 Green Forrest Drive
Decatur, GA 30032

Dear Mr. Duncan:

May this letter serve as permission for you to conduct your
dissertation research in the DeKalb School District.

As you well know, our major focus in the school system is to raise the
level of student achievement, therefore, you are expected to adhere to
the following criteria:

1.   There must be an anonymity of the school system personnel that
     may be used in the research.

2.   You cannot interfere nor take away any instructional time of
     students and teachers.

3.   A completed copy of your research should be filed with my office.

You will be under the direction of Dr. Null Tucker, Director of
Research and Evaluation. Please call Dr. Tucker at 292-6613 when you
are ready to begin your research.

                              Yours truly,

                              Edward L. Boule, Sr.
                              Associate Superintendent

ELB:ocb

cc: Dr. Null Tucker, EMRAC

Wadsworth Elementary School
2084 Green Forrest Drive
Decatur, Georgia   30032
April 14, 1986

Dr. Edward Bouie, Sr.
Associate Superintendent for Program
Planning and staff Assessment
3770 North Decatur Road, Building A
Decatur, Georgia   30032

Dear Dr. Bouie:

Please grant me permission to investigate the teacher
supervision process in the DeKalb County School System
and to experiment with a small group of my staff to
develop a more effective method of supervision.

All information gathered will be treated in a confiden-
tial manner. The names of respondents and the school's
identification will be anonymous.

The possible insights to be gained from this study will
be helpful in improving the teacher supervision process.

Enclosed is the model to be studied and the survey in-
strument.

Please give your consideration to this request and your
approval.

                              Sincerely,

                              Frank Duncan, Jr.
                              Frank Duncan, Jr.,

Enc:

APPENDIX E

TEACHER APPRAISAL INSTRUMENT

UNIVERSE OF THE LEARNER

DEKALB SCHOOL SYSTEM
SUMMARY OF TEACHER APPRAISAL

Name _____ School/Dept. _____ Teaching Assignment_____ Date_____

I. Competencies 1.01-10.33 concern instruction. They are listed on the Teacher Performance Observation Record. Please attach all observation records completed this year as a component of the teacher appraisal program.

II. Competencies 11.34-11.52 concern all aspects of employment not covered on the Teacher Performance Observation Record.

	*S	I
11.34. Works cooperatively with colleagues in planning instruction.	( )	( )
11.35. Provides instructional leadership which fosters acceptable student discipline and promotes a positive learning environment.	( )	( )
11.36. Directs the conduct of students in accordance with policy.	( )	( )
11.37. Follows ethical and professional practices in working with students, students' records, parents, and colleagues.	( )	( )
11.38. Utilizes appropriate administrative channels for reporting concerns.	( )	( )
11.39. Is available to students and parents for conferences.	( )	( )
11.40. Provides adequate background information and materials when substitute teacher is to assume responsibilities.	( )	( )
11.41. Demonstrates and promotes respect for material and equipment.	( )	( )
11.42. Works cooperatively with the local school's administration to implement regulations and procedures.	( )	( )
11.43. Maintains accurate records and files reports on a timely basis.	( )	( )
11.44. Is responsive to the administration for transmitting information to others (i.e., students and parents).	( )	( )
11.45. Assumes extracurricular and extra classroom functions outside of supplemented activities.	( )	( )

*S — Satisfactory, I — Improvement Needed

	*S	I
11.46. Maintains satisfactory attendance.	( )	( )
11.47. Maintains required work schedule.	( )	( )
11.48. Works cooperatively with community members in carrying out school or school-community sponsored functions.	( )	( )
11.49. Works cooperatively with special support personnel toward attaining the school's objectives.	( )	( )
11.50. Participates in professional development activities.	( )	( )
11.51. Complies with conditions stated in contract of employment.	( )	( )
11.52. Follows DeKalb County School System's policies and procedures.	( )	( )

Evaluator Comments _____

_____

_____

_____

_____

_____

Signature of Principal/Center Coordinator _____

Position _____ Date_____

Teacher Comments _____

_____

_____

_____

_____

I have been observed during this contract year and have been provided a copy of the Teacher Performance Observation Record. I have read and am aware of the contents of this appraisal.

_____   _____
Date   Signature of Teacher

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TEACHER PERFORMANCE OBSERVATION RECORD
(TO BE COMPLETED AS A COMPONENT OF THE DEKALB COUNTY SCHOOL SYSTEM TEACHER APPRAISAL)
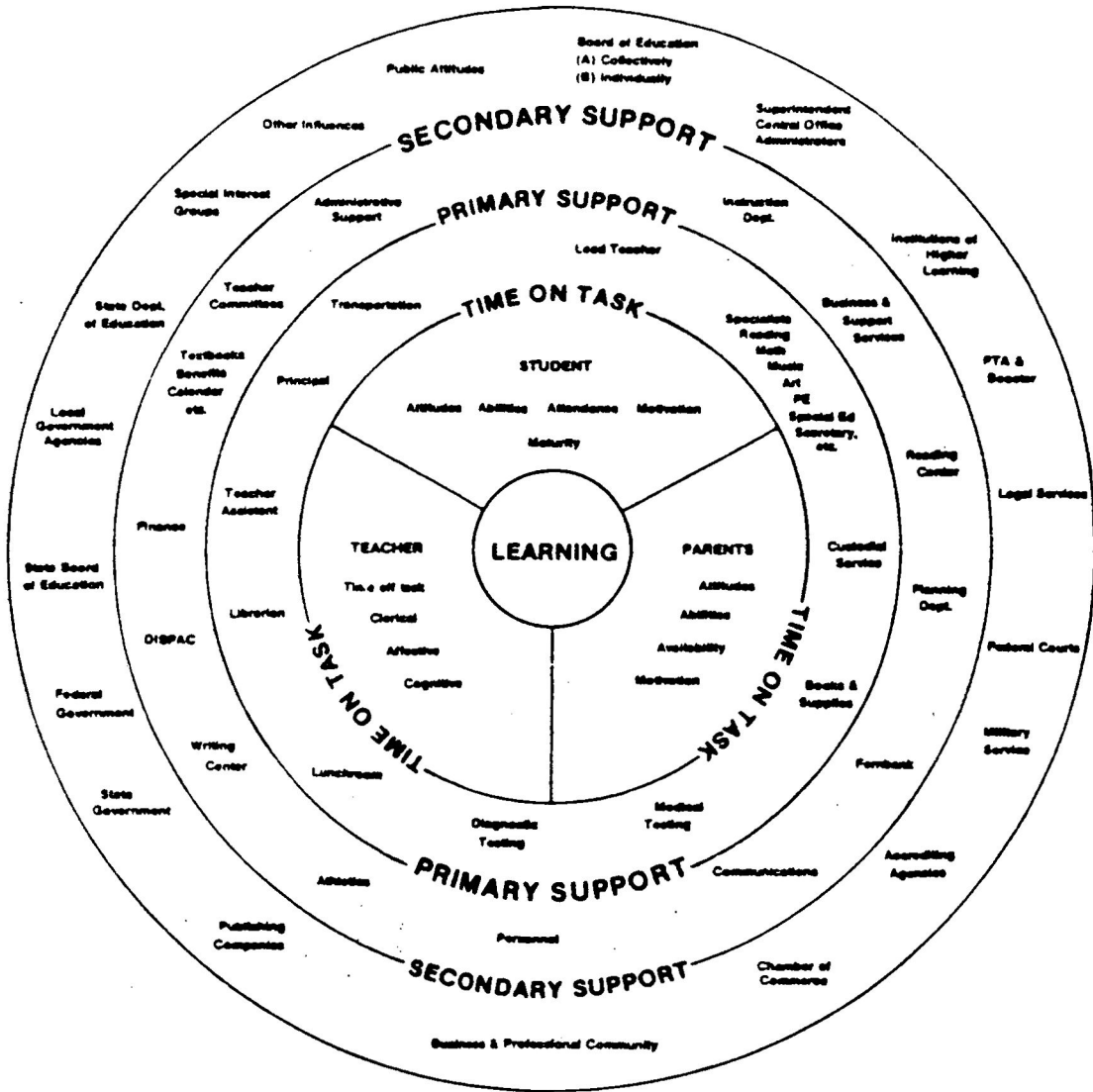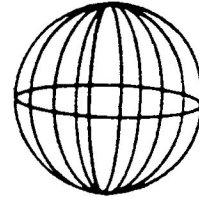
Name _____   Date _____
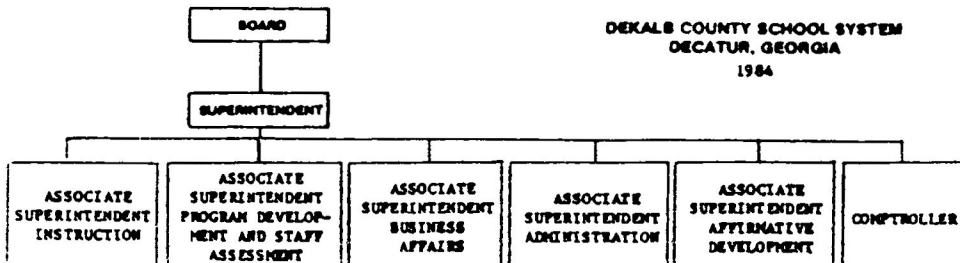
School/Dept._____   Teaching Assignment _____

COMPETENCIES AND INDICATORS	Improvement Needed	Satisfactory
PLANS INSTRUCTION		
1.01 Specifies or selects learner objectives for lessons	1 2 3	4 5
1.02 Specifies or selects teaching methods for lessons	1 2 3	4 5
1.03 Specifies or selects contents, materials, and equipment for lessons	1 2 3	4 5
1.04 Specifies or selects materials and procedures for assessing learner progress on the objectives	1 2 3	4 5
1.05 Plans instruction at a variety of levels	1 2 3	4 5
1.06 Identifies and refers learners who require the assistance of specialists	1 2 3 4	5
USES TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES		
2.07 Uses teaching methods appropriate for objectives, learners, and environment	1 2 3 4	5
2.08 Uses instructional equipment and other instructional aids	1 2 3	4 5
2.09 Uses instructional materials that provide learners with appropriate practice on objectives	1 2 3 4	5
COMMUNICATES WITH LEARNERS		
3.10 Gives directions and explanations related to lesson content	1 2 3 4	5
3.11 Provides feedback to learners throughout the lesson	1 2 3 4	5
3.12 Uses acceptable written and oral expression with learners	1 2 3 4	5
DEMONSTRATES A VARIETY OF TEACHING METHODS		
4.13 Implements learning activities in a logical sequence	1 2 3	4 5
4.14 Uses a variety of teaching methods	1 2 3	4 5
4.15 Works with individuals, small groups, and large groups effectively	1 2 3	4 5
REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION		
5.16 Uses procedures which get learners involved in lessons	1 2 3	4 5
5.17 Maintains learner involvement in lessons	1 2 3	4 5
5.18 Reinforces and encourages the efforts of learners to maintain involvement	1 2 3 4	5
DEMONSTRATES AN UNDERSTANDING OF THE SUBJECT		
6.19 Helps learners recognize the purpose/importance of topics or activities	1 2 3	4 5
6.20 Demonstrates knowledge in the subject area	1 2 3 4	5
ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION		
7.21 Attends to non-instructional tasks	1 2 3	4 5
7.22 Uses instructional time efficiently	1 2 3 4	5
7.23 Provides a learning environment that is attractive and orderly	1 2 3	4 5
DEMONSTRATES ENTHUSIASM FOR TEACHING, LEARNING, AND THE SUBJECT		
8.24 Communicates personal enthusiasm	1 2 3 4	5
8.25 Stimulates learner interest	1 2 3	4 5
8.26 Conveys the impression of knowing what to do and how to do it	1 2 3 4	5
HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
9.27 Demonstrates warmth and friendliness	1 2 3 4	5
9.28 Demonstrates sensitivity to the needs and feelings of learners	1 2 3 4	5
9.29 Demonstrates patience, empathy, and understanding	1 2 3 4	5
MANAGES CLASSROOM INTERACTIONS		
10.30 Provides feedback to learners about their behavior	1 2 3 4	5
10.31 Promotes comfortable interpersonal relationships	1 2 3 4	5
10.32 Maintains appropriate classroom behavior	1 2 3 4	5
10.33 Manages disruptive behavior among learners	1 2 3 4	5

UNIVERSE OF THE LEARNER

UNIVERSAL MODEL

SECONDARY SUPPORT

PRIMARY SUPPORT

TIME ON TASK

STUDENT

Attitudes   Abilities   Attendance   Motivation

Maturity

LEARNING

TEACHER

Time off task
Clerical
Affective
Cognitive

PARENTS

Attitudes
Abilities
Availability
Motivation

Board of Education
(A) Collectively
(B) Individually

Public Attitudes

Other Influences

Superintendent
Central Office
Administrators

Special Interest
Groups

Administrative
Support

Instruction
Dept.

Institutions of
Higher
Learning

State Dept.
of Education

Teacher
Committees

Transportation

Lead Teacher

Business &
Support
Services

PTA &
Booster

Textbooks
Benefits
Calendar
etc.

Principal

Specialists
Reading
Math
Music
Art
PE
Special Ed
Secretary,
etc.

Reading
Center

Local
Government
Agencies

Legal Services

Teacher
Assistant

Custodial
Service

State Board
of Education

Finance

Librarian

Planning
Dept.

DISPAC

Federal
Government

Federal Courts

Writing
Center

Books &
Supplies

Military
Service

State
Government

Lunchroom

Diagnostic
Testing

Medical
Testing

Fernbank

TIME ON TASK

TIME ON TASK

Athletics

Publishing
Companies

PRIMARY SUPPORT

Personnel

Communications

Accrediting
Agencies

Chamber of
Commerce

SECONDARY SUPPORT

Business & Professional Community

BUREAUCRATIC MODEL

BOARD

SUPERINTENDENT

| ASSOCIATE SUPERINTENDENT INSTRUCTION | ASSOCIATE SUPERINTENDENT PROGRAM DEVELOP- MENT AND STAFF ASSESSMENT | ASSOCIATE SUPERINTENDENT BUSINESS AFFAIRS | ASSOCIATE SUPERINTENDENT ADMINISTRATION | ASSOCIATE SUPERINTENDENT AFFIRMATIVE DEVELOPMENT | COMPTROLLER |

DEKALB COUNTY SCHOOL SYSTEM
DECATUR, GEORGIA
1984

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APPENDIX F

FACTORIAL VALIDATION
OF
SYSTEMS ANALYSIS OF PRINCIPAL'S
INSTRUCTIONAL SUPERVISOR'S BEHAVIOR

FACTORIAL VALIDATION
OF
SYSTEMS ANALYSIS OF PRINCIPAL'S
INSTRUCTIONAL SUPERVISOR'S BEHAVIOR

PTOJu	0.99996	BTCap	0.99995
V28	0.87126	V68	0.87475
V25	0.86255	V71	0.86511
TAuto	0.99990		
V30	0.84126		
V29	0.81305		
V11	0.74643		

APPENDIX G

VITA

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BIOGRAPHICAL SKETCH

Frank Duncan, Jr.
2324 Crestknoll Circle
Decatur, Georgia 30032

404-288-1733 - Home
404-289-9361 - Office

Education

Ed.D., Educational Administration Atlanta University	1987
Ed.S., Curriculum and Instruction Georgia State University	1980
M.A., Elementary Education Atlanta University	1970
B.A., Business Administration Clark College	1958
Graduate Washington High School	1953

Certification

DTS-6, Elementary, (Grades 1-8)
  Middle Grades (4-8)
  Data Collection
DAS-6, Administration and Supervision,
  (Prof.)

Employment History

Forrest Hills School, DeKalb County Principal	1986-Present
Wadsworth School, DeKalb County Principal	1979-1986
Tilson School, DeKalb County Principal	1972-1979

Jolly School, DeKalb County
  Teacher, Seventh Grade Mathematics,
  Physical Education Coordinator,
  Extended-day Physical Education Instructor
	1968-1972

Victoria Simmons School, DeKalb County Band Director and Adult Education Teacher	1966-1968

Robert Shaw School, DeKalb County
  Teacher, all elementary subjects, sixth
  and seventh grades; Audio-Visual Coordinator;
  In charge of textbooks and equipment; Chairman
  of Mathematics Department; Band Director, Four-H
  Club Coordinator
	1962-1968

Frank Duncan, Jr.   Biographical Sketch

Professional Affiliations

Eta Chapter of Omega Psi Phi
Greater Mt. Calvary Baptist Church
DeKalb Association of Educators
Georgia Association of Educators
National Education Association
Association of Supervision and Curriculum
   Development
DeKalb Association of Elementary School Principals
Georgia Association of Elementary School Principals
National Association of Elementary School Principals
DeKalb Administrator Association