ABSTRACT

EDUCATION

TUGGLE, BOBBY E.  M.A. GEORGIA STATE UNIVERSITY, 1985
B.S. GEORGIA STATE UNIVERSITY, 1978

TEACHERS' PERCEPTIONS OF THE ROUTINES OF PRINCIPALS THAT
CONTRIBUTE TO IMPROVED ACHIEVEMENT IN PREDOMINANTLY
AFRICAN-AMERICAN SCHOOLS

Advisor: Dr. Stanley Mims


There is a performance gap in our society. Most
African-American schools are scoring at or near the bottom
in most school districts. This study examines teachers'
perceptions of a principal's routines to identify actions
that contribute to improved achievement of African-
American children.

Information was obtained from a search of literature,
and survey questionnaires were sent to teachers in a high-
and low-achieving school in Fulton County. The question-
naire was taken from the strong leadership dimension of
the School Climate Assessment Questionnaire that was
developed cooperatively by the Seattle Public Schools and
the University of Washington. Factors that were examined
on the Principal, Teacher, Personal Information Instrument
were: identifying principal's routines, instructional roles, and teacher evaluation methods which would impact significantly on academic achievement of students in predominantly African-American schools.

Significant correlations were found between the following: education and salary; routines and instructional role of principal; instructional role and evaluation of faculty; routines and evaluation of faculty.
TEACHERS' PERCEPTIONS OF THE ROUTINES OF PRINCIPALS
THAT CONTRIBUTE TO IMPROVED ACHIEVEMENT IN
PREDOMINANTLY AFRICAN-AMERICAN SCHOOLS

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF EDUCATION SPECIALIST

BY
BOBBY E. TUGGLE

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA
JULY 1991
ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to my committee: Dr. Stanley Mims, chairperson; Dr. Olivia Boggs; and Dr. Ora Cooks for their patience, professional assistance, and guidance as I progressed toward the completion of this project.

Special thanks is extended to the teachers at Brookview Elementary School and to the principal and teachers at Quillian Elementary School for participating in this study.

To my daughters, LaChanda and Tiffany, and my mother, Ms. Lula Tuggle--my sincere love and affection for your patience, support and encouragement during this project.
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CHAPTER 1

INTRODUCTION

It is widely acknowledged that there is a need to improve achievement in predominantly African-American schools if black students are to become productive, self-sufficient adults in our society. Predominantly, African-American schools have historically been at or near the bottom of most school districts in terms of student achievement. Too many educators exert minimum effort towards educating these students, because they believe that these students are only capable of achieving the bare minimum. Therefore, it is imperative for the principal to be the key to improved achievement in predominantly African-American schools.

During the 1989-90 school year certain routines were begun at Brookview Elementary School to bring about improved achievement. The result was the attainment of the highest standardized test gains in reading and math in Georgia's Fulton County School System.

The student population at Brookview was approximately 93.5% African-American, 5% Asian and Asian-American, and 1.5% White and Hispanic. The majority of Brookview
students come from low socioeconomic backgrounds and live in apartment complexes.

The Purpose of the Study

The intent of this research study is to address teachers' perceptions of the routines of the principal that contribute to improved achievement in predominantly black schools. Data were gathered in response to the following statements:

1. Teachers' perceptions of principal's communication with faculty and staff;
2. Teachers' perceptions of principal's evaluation of teacher performance in the classroom;
3. Teachers' perceptions of principal's ability to state the school mission in direct, concrete terms;
4. Teachers' perceptions of principal's evaluation of teacher performance in the classroom;
5. Teachers' perceptions of principal's ability to effectively run meetings with clear agenda;
6. Teachers' perceptions of principal as instructional leader; and
7. Teachers' perceptions of principal's visibility throughout the school.

The primary purpose is to examine teachers' perceptions of the principal's routines to identify
actions that relate to improving achievement of African-American children.

Background of the Problem

Effective school advocates indicate that effective schools have principals and teachers who believe that all children can succeed academically (Haycock, 1987). However, findings indicate that schools serving predominantly Black students should incorporate certain routines in their school setting in order to bring about high achievement in African-American children.

Barbara A. Sizemore (1988), in "The Madison Elementary School: A Turnaround Case," cited that schools which are desirable of improving academic achievement in African-American children must incorporate the following essential functional routines:

1. The principal's assumption of responsibility for all student discipline, attendance, and parental conflict through the publication processes to be followed when violations, infractions, or confrontations occurred and prompt enforcement of the same with selective sanctions understood by all school actors;

2. Rigorous supervision of teacher and staff performance and daily visitations of classrooms and programs;
3. Consistent monitoring of students' reading and mathematics skill mastery processes;

4. The use of staff and teacher expertise, skills, information, and knowledge to conduct problem-directed searches for the resolution of school concerns and dilemmas;

5. The involvement of parents in some participatory and meaningful way in the school's program;

6. The prompt evaluation of teacher and staff performances and in-service where necessary; however, the rating of performances as unsatisfactory where warranted, including persuading such teachers to transfer in spite of central office resistance;

7. The establishment of the school's office as the central business command post by communicating routines which control information and coordinate school activities;

8. The implementation of a horizontal organization based on some kind of reading skill mastery grouping determined by criterion-referenced tests with no more than three reading groups per class, within which arrangement grouping and re-grouping for mathematics is permitted; teacher assignments dictated by teacher expertise with a particular kind of learner rather than on teacher desire; self-contained classrooms modified by some kind of nongrading, team teaching, and departmentalization; the
provision of support of the diagnosis of student problems related to pacing and progress; and highly structured classrooms moderated by affection and consideration;

9. The expansion of the school day by using teacher aides, teacher preparation periods, staff development time, special subjects, social studies, science, and recess periods for tutoring and small group instruction for students who need reinforcement, reteaching and remediation, and an increase in student attendance pattern;

10. The demand for the use of materials which prove functional for elevating achievement when such are not approved by the Board of Education, especially in the areas of phonics, African American History and Culture, and mathematics problem-solving;

11. The denial of student placement in Educable Mentally Retarded divisions unless all strategies for regular learning had occurred and had been exhausted; and

12. The refusal to accept system programs which consumed administration and supervision time normally given to regular program unless such programs increased the school day (Sizemore, 1988).

Other organizational factors that impact the success of high-achieving predominantly Black schools are:
1. The recruitment and selection of a moderately authoritarian principal who believes that African-American students could and would learn;

2. The willingness of this principal to risk differing with the system's norm of low achievement of African-American poor schools and to dare to be different in order to create this anomaly;

3. The mobilization of consensus among school and community actors around high achievement as the highest priority goal;

4. The generation of a climate of high expectations for student achievement conducive to teaching and learning;

5. The choice of functional routines, scenarios, and processes for the achievement of this highest priority; and

6. The willingness to disagree with superior officers around the choices of these routines and their implementation (Sizemore, 1988).

The aforementioned statement reinforces the need for school systems to be sensitive to the needs of African-American students if they are going to improve student achievement.
Significance of the Study

The effective schools movement had its inception more than a decade ago. However, schools with predominantly Black students still remain at or near the bottom in terms of student achievement. We have a performance gap in development of Black children in this society. We need to begin to address this problem.

Review of current literature points toward improvement of achievement for African-American students through the perceptions that teachers have of the principal's routines.

As one might expect, the following questions will arise:

1. To what extent do teachers' perceptions of a principal's routines effect high achievement in African-American students?

2. How important is the monitoring of student achievement in reading and mathematics skills by the principal?

3. Should the principal use teacher evaluations to measure teacher effectiveness in meeting the needs of African-American children?

4. What role should the principal play in providing the necessary instructional resources for the classroom teacher?
With these questions in mind, the following hypotheses will be examined:

**Hypothesis 1:** There is no significant difference between perceptions of teachers at low-achieving and high-achieving schools regarding the routines of the principal.

**Hypothesis 2:** There is no significant difference between perceptions of teachers at low-achieving and high-achieving schools regarding the instructional role of the principal.

**Hypothesis 3:** There is no significant difference between perceptions of teachers at low-achieving and high-achieving schools regarding the principal's role in evaluating faculty.

Reviewers of the topic on teachers' perceptions of the principal's routines as it relates to improving academic achievement of African-American children have recommended a somewhat authoritarian principal to incorporate certain routines in the school in order to bring about high achievement in African-American children. It is the purpose of this review to use the data to give an idea of the effect of the teachers' perceptions of the principal's routines on achievement in predominantly African-American schools.

The principal's willingness to be different in order to foster high achievement in predominantly Black schools has been accompanied by an increasing flow of criticism
directed toward his routines. The importance of differing from norms that do not produce high achievement in African-American schools and the rigid supervision of teachers are two of the most frequently expressed concerns stemming from the principal's routines.

From primary through secondary schools students in predominantly African-American schools are consistently achieving at the bottom in most school districts. In response to the principal's routines and the potential for controversy and conflict based upon these routines, educators need to understand under which circumstances creating such an anomaly might produce a positive effect on students' achievement.

Limitations of the Study

This study was limited to two Fulton County elementary (K-5) schools. The Principal Teacher Personal Information (PTPI) instrument was used for teachers in these schools.

Definition of Terms

The following are definitions of the terms dealing with the variables, population, and other terms stated in the questions:

1. **Routines** are series of activities designed to achieve a goal.
2. **Achievement** refers to academic progress made from a given level.

3. **Teachers' perceptions** refers to that which is apprehended by means of the senses of the mind's understanding of the principal's activities.

4. **High-achieving school** refers to one which has demonstrated at least 11% improvement in academic achievement over a one-year period.

5. **Low-achieving school** refers to one which has demonstrated little or no improvement in academic achievement over a one-year period.

6. **Principal, Teacher, Personal Information Instrument** (PTPI) measures teachers' perceptions of the principal's routines.

7. **Predominantly African-American school** is defined as a school with a black student population of at least 75% or more.
According to data gathered, researchers agree that the routines of principals can change the attitudes of teachers and improve the academic achievement of African-American students. Predominantly African-American schools are ineffective when these routines are not present.

The literature section focuses on the following: (a) Principals' Roles, Other In-school Variables, and Academic Achievement by Ethnicity and SES; (b) The Organization: A Viable Instrument for Progress; (c) Equity, Relevance and Will; (d) A Matter of Choice; (e) An Effective School: A Case Study; (f) The Effective African-American School; (g) Principal Leadership and Student Achievement; (h) Effective Schools Research: The Principal as Instructional Leader; (i) The Madison Elementary School: A Turnaround Case; and (j) Pitfalls and Promises of Effective Schools Research.

To locate studies on teachers' perceptions of principals' routines as they relate to improved achievement of African-American students, computer searches were made of the following data bases: Education Resources
Information Center (ERIC) and Comprehensive Dissertation Abstracts. Key words used in these searches were: routines, teachers' perceptions, principal's action, attitudes, achievement of Black students, principal as instructional leader, and Effective American schools. Manual searches using the above terms were also made in Current Index to Journals in Education and Research in Education to find other relevant literature.

Principals' Roles, Other In-school Variables, and Academic Achievement by Ethnicity and SES

Andrews et al. (1986) took part in a three-year study that was part of the Effective School Project of the Seattle School District and the University of Washington. This study was undertaken to investigate the relationship between teachers' perceptions of the principal as instructional leader and improved achievement in 67 elementary schools. The findings of this study give evidence that teachers' perceptions of the principal's behavior in terms of serving as instructional leader, mobilizing resources, communicating, and being a visible presence in the school are critical for improved achievement in reading and mathematics for students with a history of low achievement.
Principals have the direct responsibility for improving instruction and learning. Research shows that principals of high-achieving schools exhibit particular leadership behavior (Andrews, 1986).

The Organization: A Viable Instrument for Progress

Sizemore (1987a) did a study on the principals' routines in three high-achieving, predominantly African-American elementary schools in the city of Pittsburgh. She found that these routines were not present in low-achieving African-American schools. Her findings indicated that principals, by incorporating certain routines, changed the structure of their schools and thereby changed the attitudes of teachers which resulted in improved student achievement. Routines found in high-achieving predominantly African schools are assessment routines, discipline routines, instructional routines, self-development routines, evaluation, and decision-making routines.

Equity, Relevance, and Will

Haycock (1987) indicated that equal opportunity does not exist in schools with predominantly African-American students. She found that high-achieving predominantly African-American schools had principals who were determined to improve achievement in spite of inequalities
found in these schools. This determination was evident in the routines of these principals.

Matter of Choice

Sizemore (1989) felt that principals who understand the routine required to bring about improved achievement should be in charge of five low-achieving schools with their own high-achieving school serving as a model.

Sizemore gave the following reasons:

1. There are simply too many people in our social order who believe that Africans are genetically inferior, culturally deprived, and socially disordered to expect teachers and principals to work hard educating them when left to their own supervision and resources.

2. Sizemore felt that putting a principal who has carried out routines that relate to improved achievement over five low-achieving schools will give students more choices. She cited a recent Gallup Poll that showed a trend toward parental choice of schools.

An Effective School: A Case Study

Poindexter (1983) described the successful attempts of an inner-city elementary school principal to improve achievement. Georgia Klasas was an energetic 40-year veteran in the school district. Ms. Klasas had the following routines:
1. Held very high expectations for students and maintained appropriate physical facility for students and teachers;
2. Was highly visible throughout the school;
3. Provided for students' nutritional needs at school;
4. Implemented assertive disciplinary plan;
5. Was involved in much of the discipline;
6. Encouraged the improvement of teachers by bringing county and private consultants;
7. Assessed the school program and dealt with any problem by having weekly meetings with the principal's support team;
8. Made frequent visits to classrooms offering support;
9. Communicated with students and teachers on a regular basis;
10. Emphasized listening and taking the whole child into account;
11. Developed staff with unified goals;
12. Encouraged team teaching; and
13. Encouraged independent thinking in students.

The Effective African-American School

A study was conducted involving three African-American schools to explain the existence of ineffective
African-American schools. The three schools (A, B, and C) had at least 50% of the students to score at or above the national norm. These three schools were chosen based on the number of times a majority of the students in each grade scored at or above grade level in reading and mathematics on the Metropolitan Achievement Test during the five-year period beginning in 1975. Only schools with the highest majority of African-American students were chosen. Schools A, B, and C were 89% or more poor. Points were assigned to each school studied based on 10 points being awarded to a grade for being at grade level in reading and math in a given year. A school where students scored at grade level in math and reading for a five-year period would have received a total of 50 points for the five-year period. School C received 46 points. School A received 31 points, and School B received 23 points.

All three principals were in their third year. The principals in Schools A and C were moderately authoritarian. They had certain routines in place that related to improved student achievement. They dared to be different. The principal of School B allowed teachers to dictate the direction of the school. High achievement occurred 55% of the time for School A, and high growth occurred 100% of the time. High achievement occurred 32.5% of the time for School B, while high growth occurred
85% of the time. Finally, high achievement occurred 90% of the time for School C, and high growth occurred 97% of the time. The principals in Schools A and C consistently monitored student achievement in math and reading. The principal in School B was inconsistent in his visits to classrooms. Also, the principals in Schools A and C built a base in the community and/or with the faculty by listening to the concerns of students and parents and by taking full responsibility for discipline problems in the schools. This was communicated to the teachers, students, and parents. This allowed the principals of Schools A and C the opportunity to differ with central office authorities if they felt that what was handed down from the central office would not improve student achievement. The School B principal looked mainly to the central office for support. As a consequence, he continued to conduct business as usual.

Principals' Leadership and Student Achievement

Andrews and Soder (1987) conducted a two-year study in 67 Seattle elementary schools. Their findings also suggested that school principals are the key to improving academic achievement for Black and low-income students in reading and mathematics. They said:

The findings suggest that teacher perceptions of the principal as an instructional leader are
critical to the reading and mathematics achievement of students, particularly among low achieving students. (p. 11)

Andrews and Soder felt that the focus for principal pre-service training programs should be on the behaviors of principals that relate to improving student achievement.

**Effective Schools Research: The Principal as Instructional Leader**

Gibbs (1989) believed that the perception that teachers have of the principal's routines and skills is significant to improve student achievement. The author stated it this way:

Instructional leadership is not a single trait but a combination of behavior and acquired skills. It cannot be dictator-like, nor can it be nonassertive, and it is best nourished by some kind of respect rather than a sense of followership that has been imposed upon the staff. Effective instructional leadership cannot be legislated or demanded. It is inherent in what a principal does and says. (p. 5)

The effective principal will communicate high expectations to staff and monitor effectiveness, make regular classroom visits to observe instructors, and be actively involved in the instructional program. Gibbs (1989) identified nine routines contained within the aforementioned three attributes:

1. Plays an assertive instructional role;
2. Is seriously goal and task oriented;
3. Is well organized;
4. Conveys high expectations to staff/students;
5. Clearly defines and communicates policies;
6. Makes frequent classroom visits;
7. Maintains high visibility/availability to staff/students;
8. Provides strong/reliable support to staff; and
9. Is adept at parent community relations.

The principal must have some knowledge about effective instruction and should participate in teacher training.

The Madison Elementary School: A Turnaround Case

The new principal at Madison Elementary also took an interest in teacher training by monitoring staff development. She was actively involved in the instructional program. Her routines brought about improved achievement in this predominantly African-American school that had been on the decline under the leadership of the former principal of the school.

Sizemore (1988) cited that any school desirous of improving academic achievement in African-American children must incorporate the following essential functional routines:

1. The principal's assumption of responsibility for all student
discipline, attendance, and parental conflict through the publication of processes to be followed when violations, infractions, or confrontations occurred and prompt enforcement of the same with selective sanctions understood by all school actors;

2. Rigorous supervision of teacher and staff performance and daily visitations of classrooms and programs;

3. Consistent monitoring of students' reading and mathematics skill mastery process;

4. The use of staff and teacher expertise, skills, information, and knowledge to conduct problem-directed searches for the resolution of school concerns and dilemmas;

5. The involvement of parents in some participatory and meaningful way in the school's program;

6. The prompt evaluation of teacher and staff performances and the provision of assistance, help, and inservice where necessary; however, the rating of performances as unsatisfactory where warranted, including persuading such teachers to transfer in spite of central office resistance;

7. The establishment of the school's office as the central business command post by communicating routines which control information and coordinate school activities;

8. The implementation of a horizontal organization based on some kind of reading skill mastery group determined by criterion-referenced tests with no more than three reading groups per class, within which arrangement grouping and regrouping for mathematics is permitted; teacher assignments dictated by teacher
expertise with a particular kind of learner rather than on teacher desire; self contained classrooms modified by some kind of non-grading, team teaching, and departmentalizations; the provision of support of the diagnosis of student problems related to pacing and progress; and highly structured classrooms moderated by affection and considerations;

9. The expansion of the school day by using teacher aides, teacher preparation periods, staff development time, special subject, social studies, science, and recess periods for tutoring and small group instruction for students who need reinforcement re-teaching and remediation; and an increase in student attendance pattern;

10. The demand for the use of materials which prove functional for elevating achievement when such are not approved by the Board of Education, especially in the areas of phonics, African-American History and Culture, and mathematics problem-solving;

11. The denial of student placement in Educable Mentally Retarded divisions unless all strategies for regular leaving had occurred and had been exhausted; and

12. The refusal to accept system programs which consumed administration and supervision time normally given to regular programs unless such programs increase the school day. (pp. 244-245)
Pitfalls and Promises of Effective Schools Research

Sizemore (1989) discussed the organizational factors that impact the success of high-achieving predominantly Black schools. Sizemore also pointed out that research on effective schools mentions strong leadership as one of the five characteristics but fails to mention the principal's routines. She believed that this is very significant in improving achievement of African-American students.

Summary

The research of the literature on teachers' perceptions of the principal's routines as they relate to improved achievement in predominantly African-American schools is ongoing. The perceptions that teachers have of the principal's routines are the key to improved achievement in predominantly African-American schools.

Research likewise suggested that schools with a majority African-American student population need the leadership of a moderately authoritarian principal who is highly visible throughout the school to bring about improved student achievement. The principal should not be dictatorial. On the other hand, the principal must be assertive. He/she should not leave the education of students entirely in the hands of teachers. The principal must make frequent visits to classrooms offering strong
support and providing needed resources. The principal should also monitor students' progress in reading and math, and he/she should offer suggestions for improvement where appropriate. The principal should be knowledgeable about effective instructional practices and should encourage teachers to be knowledgeable by bringing in county and private consultants.

The principal should encourage cooperation among teachers, and he should communicate high achievement as a unified goal to teachers, students, and parents.
CHAPTER 3
RESEARCH DESIGN

The study will examine the extent to which teachers' perceptions of principals' routines are predictive of the achievement of African-American students. Academic achievement of students is the dependent variable, and teacher perception of principals' routines is the independent variable.

Review of the literature provided evidence that a relationship exists between the principal's daily activities in African-American schools and improved achievement. Research also showed that, where these routines did not exist in predominantly African-American schools, student achievement remained low.

**Null Hypotheses**

The aforementioned variables helped to form the null hypotheses. The null hypotheses are:

1. There is no significant difference between the perceptions held by teachers of the principal's routines in a high-achieving predominantly African-American school.
2. There is no significant difference between the teachers' perceptions of the importance of the principal's role in providing the necessary instructional resources.

3. There is no significant difference in the teachers' perceptions of the importance and existence of the principal's role in evaluating teachers.

Limitations of the Study

This study was limited to two Fulton County elementary (K-5) schools. The Principal Teacher Personal Information Instrument (PTPI) was used by teachers in these schools, and the study relied on the accuracy and honesty of responses.

For the administration of the study, careful consideration was given to identifying the population, the design of the instrument, and the collecting of data. This chapter also provides background information on the sample, the instrument, and the treatment of the data.

The sample population for the study of Teachers' Perceptions of Routines of Principals That Contribute to Improved Achievement in Predominantly African-American Schools is as follows: teachers from Brookview Elementary School, where the researcher is the building principal, and Quillian Elementary School. Brookview teachers were chosen, because they taught in the school with the highest
test gains in the county during the 1989-90 school year. Quillian teachers were chosen due to low test scores.

**Instrumentation**

The research used the strong leadership dimension of the School Climate Assessment Questionnaire that was developed cooperatively by the Seattle Public Schools and the University of Washington. This instrument will be referred to as the Principal, Teacher, Personal Information Instrument (PTPI). The PTPI contains 38 items.

Practicing teachers and administrators in the Seattle School District and the University of Washington research team have field tested the instrument items for validity and reliability. For this reason, the Principal, Teacher, Personal Information Instrument did not have to be validated for this study.

The PTPI instrument focused on teachers' perceptions of principal's routines as they relate to improved student achievement at Brookview Elementary School. Questionnaire items defined the principal's routines that influence student achievement. A value scale of (1-5) was given to the following ratings: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; and (5) Strongly Disagree.
Statistical Tool

The Pearson Product-Moment Correlation Coefficient allowed the researcher to determine the statistical relationship between the two variables.

Summary

The academic achievement of African-American students is dependent upon teachers' perceptions of the principal's routines in the school. Research has shown that, where these routines were not in place, academic achievement remained low.

The sample population for this study of Teachers' Perceptions of Routines of Principals That Contribute to Improved Achievement in Predominantly African-American Schools was as follows: teachers from Brookview Elementary School, where the researcher is the building principal, and Quillian Elementary School. Brookview teachers were chosen because they taught in the school with the highest test gains in the district during the 1989-90 school year.

Brookview and Quillian teachers responded to 39 questionnaire items on the Principal Teacher Personal Information Instrument. This instrument utilized the strong leadership dimension of the School Climate Assessment Questionnaire that was developed cooperatively by the Seattle Public Schools and the University of
Washington. This instrument has already been field tested for validity and reliability. Questionnaire items described principal's activities that impact student achievement. The researcher determined the statistical relationship between the above variables using the Pearson Product-Moment Correlation Coefficient.
Purpose of the Study

The purpose of this study was to address teachers' perceptions of the routines of principals that contribute to improved achievement in predominantly African-American schools. Teachers from two Fulton County elementary schools were selected to participate in the study. Teachers from Brookview Elementary School, where the researcher is building principal, were asked to participate because of very high test gains. Quillian was chosen because test gains were not significant. Thirty-four questionnaires were distributed. From the two participating schools, 26 completed questionnaires were returned by teachers.

Three hypotheses were tested in the study. The hypotheses were used to detect if there were identifying routines, instructional roles, and teacher evaluation methods which might impact significantly on academic achievement of students in predominantly African-American schools.

The following null hypotheses were formulated:
1. There is no significant difference between perceptions of teachers at low-achieving and high-achieving schools regarding the routines of the principal.

2. There is no significant difference between perceptions of teachers at low-achieving and high-achieving schools regarding instructional role of principal.

3. There is no significant difference between perceptions of teachers at low-achieving and high-achieving schools regarding the principal's role in evaluating faculty.

A comparison was made between two groups of teachers classified as (a) high achieving and (b) low achieving. A t ratio was obtained for subjects based on variables (routines, instructional role, and evaluation of faculty) tested in the hypotheses. The t-ratio scores were compared to the table value of t at the .05 level of significance.

The t-test statistics in Table 1 will analyze the principal's routines, instructional role, and evaluation of faculty as perceived by the teachers in two different schools as of 1991.

The data are reported in the order of the hypotheses.

1. Hypothesis 1 states that there is no significant difference in the routines of principals in high-achieving and low-achieving schools. The T probability is 0.583.
Table 1
Principal's Routines and Instructional Roles
as Perceived by the Teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th># of Cases</th>
<th>Mean</th>
<th>SD</th>
<th>Standard Error</th>
<th>T Value</th>
<th>df</th>
<th>Two-tail Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Role</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1</td>
<td>12</td>
<td>64.5833</td>
<td>9.501</td>
<td>2.743</td>
<td>.42</td>
<td>20.99</td>
<td>.677</td>
</tr>
<tr>
<td>Group 2</td>
<td>11</td>
<td>63.0000</td>
<td>8.497</td>
<td>2.562</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Routine</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1</td>
<td>6</td>
<td>87.0000</td>
<td>13.813</td>
<td>5.639</td>
<td>.57</td>
<td>10.56</td>
<td>.583</td>
</tr>
<tr>
<td>Group 2</td>
<td>7</td>
<td>82.7143</td>
<td>13.338</td>
<td>5.041</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 1</td>
<td>14</td>
<td>17.7857</td>
<td>3.043</td>
<td>.813</td>
<td>.84</td>
<td>22.00</td>
<td>.411</td>
</tr>
<tr>
<td>Group 2</td>
<td>10</td>
<td>16.9000</td>
<td>2.132</td>
<td>.674</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note.** Group 1 = high achieving, and Group 2 = low achieving.
Hypothesis 1 was accepted as stated, and the alternative hypothesis was rejected. The literature as cited by Sizemore (1987) suggested that routines were not present in low-achieving schools. However, this study did not support this finding.

2. Hypothesis 2 states that there is no significant difference in the instructional role of principals in high- and low-achieving schools. Since the T probability is 0.677, Hypothesis 2 was accepted as stated, and the alternative hypothesis was rejected. The literature as cited by Andrews and Soder (1987) suggested that the perceptions that teachers had of the principal as instructional leader are critical. However, this study did not support this finding when making the comparison between a high- and low-achieving school.

3. Hypothesis 3 states that there is no significant difference in the evaluation of faculty in high-achieving and low-achieving schools. The T probability is 0.411. Hypothesis 3 was accepted as stated. The literature as cited by Sizemore (1987a) suggested that the immediate evaluation of teacher and staff performance and the offering of assistance and in-service to teachers, where appropriate, were not present in low-achieving schools. Again, this study did not support this finding.
Table 2 indicates the analysis of variance (ANOVA) which compared variables between both schools selected for this study. No significant variance among teacher responses in the high- and low-achieving schools was evident with respect to instructional role, routines, and the evaluation of faculty.

Table 3 indicates the Pearson Product-Moment Correlation Coefficients which analyzed independent variables to see if there were any correlations between the variables. By correlation one means that the responses of two different variables have similar or common scores.

1. There is a significant correlation between education and salary. The $r$ coefficient is .5975.

2. There is a significant correlation between routines and instructional role of principals. The $r$ coefficient is .9473.

3. There is a significant correlation between instructional role and evaluating faculty. The $r$ coefficient is .8394.

4. There is a significant correlation between routines and evaluating faculty. The $r$ coefficient is .8280.
Table 2

Analysis of Variance of Schools Selected for the Study

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional by Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of variation</td>
<td>3.438</td>
<td>1</td>
<td>3.438</td>
<td>.038</td>
<td>.849</td>
</tr>
<tr>
<td>Main effects level</td>
<td>3.438</td>
<td>1</td>
<td>3.438</td>
<td>.038</td>
<td>.849</td>
</tr>
<tr>
<td>Routine by Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of variation</td>
<td>8.288</td>
<td>1</td>
<td>8.288</td>
<td>.046</td>
<td>.835</td>
</tr>
<tr>
<td>Main effects level</td>
<td>8.288</td>
<td>1</td>
<td>8.288</td>
<td>.046</td>
<td>.835</td>
</tr>
<tr>
<td>Evaluation of Faculty by Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of variation</td>
<td>0.000</td>
<td>1</td>
<td>0.000</td>
<td>.046</td>
<td>1.000</td>
</tr>
<tr>
<td>Main effects level</td>
<td>0.000</td>
<td>1</td>
<td>0.000</td>
<td>.046</td>
<td>1.000</td>
</tr>
</tbody>
</table>
Table 3

Correlation of the Demographic Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>SEX</th>
<th>RACE</th>
<th>AGE</th>
<th>MARITAL</th>
<th>EDUC</th>
<th>SALARY</th>
<th>INSTRL</th>
<th>ROUTINE</th>
<th>EVALFAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEX</td>
<td>1.0000</td>
<td>.1273</td>
<td>.1147</td>
<td>-.0976</td>
<td>.1581</td>
<td>.3885</td>
<td>-.1839</td>
<td>.</td>
<td>-.2123</td>
</tr>
<tr>
<td>RACE</td>
<td>.1273</td>
<td>1.0000</td>
<td>-.1281</td>
<td>-.1661</td>
<td>.0891</td>
<td>.1443</td>
<td>-.4010</td>
<td>-.0873</td>
<td>-.2417</td>
</tr>
<tr>
<td>AGE</td>
<td>.1147</td>
<td>-.1281</td>
<td>1.0000</td>
<td>-.3940</td>
<td>.0663</td>
<td>.5525</td>
<td>.0722</td>
<td>.0750</td>
<td>-.0352</td>
</tr>
<tr>
<td>MARITAL</td>
<td>-.0976</td>
<td>-.1661</td>
<td>-.3940</td>
<td>1.0000</td>
<td>-.2160</td>
<td>-.3374</td>
<td>-.2299</td>
<td>-.2164</td>
<td>-.1678</td>
</tr>
<tr>
<td>EDUC</td>
<td>.1581</td>
<td>.0891</td>
<td>.0663</td>
<td>-.2160</td>
<td>1.0000</td>
<td>.5975*</td>
<td>.2279</td>
<td>.0103</td>
<td>.3135</td>
</tr>
<tr>
<td>SALARY</td>
<td>.3885</td>
<td>.1443</td>
<td>.5525</td>
<td>-.3374</td>
<td>.5975*</td>
<td>1.0000</td>
<td>.1327</td>
<td>.0931</td>
<td>-.0116</td>
</tr>
<tr>
<td>INSTRL</td>
<td>-.1839</td>
<td>-.4010</td>
<td>.0722</td>
<td>-.2299</td>
<td>.2279</td>
<td>.1327</td>
<td>1.0000</td>
<td>.9473**</td>
<td>.8394**</td>
</tr>
<tr>
<td>ROUTINE</td>
<td>.</td>
<td>-.0873</td>
<td>.0750</td>
<td>-.2164</td>
<td>.0103</td>
<td>.0931</td>
<td>.9473**</td>
<td>1.0000</td>
<td>.8280**</td>
</tr>
<tr>
<td>EVALFAC</td>
<td>-.2123</td>
<td>-.2417</td>
<td>-.0352</td>
<td>-.1678</td>
<td>.3135</td>
<td>-.0116</td>
<td>.8394**</td>
<td>.8280**</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

*P > .01.
**P > .001.
Tables 4-9 indicate the cell means. These tables represent the means in terms of marital status, educational level, salary level, sex, race, and total population between high- and low-achieving schools and combined means. Table 4 shows that the combined mean for marital status was 1.63 which means that the majority of the teachers were married. The mean is 1.70 in the high-achieving school and 1.56 in the low-achieving school.

The combined mean for educational level in Table 5 was 1.42 which indicates that the majority of teachers from both schools combined had Bachelor's degrees. The educational mean in the high-achieving school was 1.60. This indicates that the majority of the teachers in the high-achieving school had Master's degrees. The educational mean in the low-achieving school was 1.22 which indicates that the majority of the teachers in this school had Bachelor's degrees.

The combined mean for salary level in Table 6 was 2.32 which means that the majority of teachers' salaries were in the $21,000-$30,000 range. The salary mean was 2.30 in the high-achieving school and 2.33 in the low-achieving school.

The combined mean for sex of teachers in Table 7 was 1.96 which indicates that the majority of the teachers were females. The mean was 1.92 in the high-achieving
Table 4

Cells Means for Marital Status by Level for Married, Single, Divorced, and Separated

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>10</td>
<td>1.70</td>
</tr>
<tr>
<td>Level 2</td>
<td>9</td>
<td>1.56</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>1.63</td>
</tr>
</tbody>
</table>

Table 5

Cell Means for Educational Status by Level for Bachelor's, Master's, Specialist, and Doctoral Degrees

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>10</td>
<td>1.60</td>
</tr>
<tr>
<td>Level 2</td>
<td>9</td>
<td>1.22</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>1.42</td>
</tr>
</tbody>
</table>
Table 6
Cell Means for Salary by Level (20,000 or Below, 21,000-30,000, 31,000-40,000, 41,000-50,000 and 51,000 and Above)

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>10</td>
<td>2.30</td>
</tr>
<tr>
<td>Level 2</td>
<td>9</td>
<td>2.33</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>2.32</td>
</tr>
</tbody>
</table>

Table 7
Cell Means by Level and Sex: Male and Female

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>13</td>
<td>1.92</td>
</tr>
<tr>
<td>Level 2</td>
<td>11</td>
<td>2.00</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>1.96</td>
</tr>
</tbody>
</table>
Table 8
Cell Means for Race by Level for Black, Caucasian, Hispanic, Asian, and Indian

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>13</td>
<td>1.23</td>
</tr>
<tr>
<td>Level 2</td>
<td>11</td>
<td>1.36</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>1.29</td>
</tr>
</tbody>
</table>

Table 9
Cell Means for Age by Level
(20-29, 30-39, 40-49, 50-59, 60 or Older)

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>13</td>
<td>2.54</td>
</tr>
<tr>
<td>Level 2</td>
<td>11</td>
<td>2.36</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>2.46</td>
</tr>
</tbody>
</table>
school. The low-achieving school had all female teachers as evidenced by a mean of 2.00.

The combined mean for race of teachers in Table 8 was 1.29 which indicates that the majority of teachers were Black. The mean for race in the high-achieving school was 1.23 and 1.36 in the low-achieving school.

The combined mean for age in Table 9 was 2.46 which means that the age of the majority of teachers participating in the study was between 30 and 39. The age mean in the high-achieving school was 2.54 which indicates that half of the teachers were between 30-39 years of age and half were between 40-49 years of age. The age mean in the low-achieving school was 2.36 indicating that the majority of the teachers were in the 30-39 years of age range.

Summary

The findings of this study indicated that there is no significant difference in teachers' perceptions of the principal's routines, instructional role, and evaluation of faculty between high- and low-achieving schools.

The study pointed out that there is a significant correlation between education and salary based on Table 5. Table 5 also pointed out that there is a significant correlation between instructional role and evaluating faculty. It was further pointed out that a significant
correlation between routines and evaluating faculty existed.

The literature showed that the principal in high-achieving schools served as instructional leader. The perceptions that teachers have of the principal as instructional leader is critical (Andrews & Soder, 1987). The researcher of literature also suggested that routines found in high-achieving schools were not evident in low-achieving schools (Sizemore, 1988). The review of literature further suggested that prompt evaluation of teachers and offering assistance and inservice are key to improved achievement (Sizemore, 1988).
CHAPTER 5
FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study investigated teachers' perceptions of the principal's routines as they relate to improved achievement in predominantly African-American schools. Surveys were administered to 20 teachers in two Fulton County schools, one high-achieving and one low-achieving. The Principal Teacher Personal Information Instrument (PTPI) was used to collect the data.

The areas on the instrument assessed the teachers' perceptions of the principal in the following categories: routines, instructional role, and evaluation of faculty.

Data were analyzed and interpreted using the t-test analysis of variance, Pearson Product-Moment Correlation Coefficients, and cells means.

Findings

The findings in this study generated from the hypotheses stated in chapter 5. However, pertinent information was derived from the demographic data.
Demographic data obtained from the respondents indicated that the majority of the teachers in high-achieving schools had master's degrees while the majority of teachers in low-achieving schools had bachelor's degrees. Also, teachers in the high-achieving school were more experienced in terms of age. Half of the teachers were between 30-39 years of age range, and half were between 40-49 years of age range. The majority of the teachers in the low-achieving school were in the 30-39 years of age range.

The responses to the general questions revealed that the teachers in the high-achieving school had the same perceptions of the principal as did the teachers in the low-achieving school. The research of literature did not support this finding. However, the literature review did point out that the routines incorporated by the principal would pose a threat to some (Sizemore, 1988).

The Pearson Product-Moment Correlation Coefficients analyzed independent variables to see if there were any correlations between the variables. The following independent variables had common or similar scores:

1. There is a significant correlation between education and salary. The $p$ coefficient is .5975.

2. There is a significant correlation between routines and instructional role of principal. The $p$ coefficient is .9473.
3. There is a significant correlation between instructional role and evaluating faculty. The $p$ coefficient is .8394.

4. There is a significant correlation between routines and evaluating faculty. The $p$ coefficient is .8280.

Conclusion

It may be concluded from this study that the majority of teachers in the high-achieving school had master's degrees, and the majority of teachers in the low-achieving school had bachelor's degrees. Teachers with the more advanced degrees make more money, and they are more likely to work harder toward educating students. It is important for principals to have master teachers to work with African-American students. These teachers must have a thorough understanding of different teaching strategies.

The principal who has incorporated certain routines in the school to change teachers' attitudes about African-American children in order to improve achievement is also the instructional leader in the school. Routines incorporated in the school should lead to better instructional practices and ultimately to improved achievement. The literature as cited by Sizemore (1988) suggests that strict supervision of teacher and staff performance, consistent monitoring of students' progress in reading and
mathematics, and the supervision of instructors directed toward mastering these skills are important routines carried out by the principal in high-achieving predominantly African-American schools.

An important aspect of serving as instructional leader is prompt and rigorous evaluation of teachers. As stated in the findings, there is a significant correlation between the principal's routines and instructional role. Also, a significant correlation was evident in the principal's routines and the evaluation of faculty.

Finally, it may be concluded from this study that the principal's routines, instructional role, and method of evaluating faculty are all interrelated. This study did not present a significant difference in teacher's perceptions of the principal's routines, instructional role, and evaluation of faculty between the high-achieving school and the low-achieving school that took part in the study. However, it was stated throughout the literature that routines found in high-achieving schools were not evident in low-achieving schools.

**Implications**

Principals who incorporate routines to improve achievement can expect to make some enemies along the way. These principals are often viewed as dictators by those teachers who have become comfortable with giving less than
is required to raise the achievement level of African-American students. The literature as cited by Sizemore (1988) suggests that the principals in predominantly African-American schools should be moderately authoritarian. This is important because a number of teachers in low-achieving predominantly African-American schools do not expect much from the students. These teachers will often espouse a professed belief that all children can learn, but the manner in which they interact with the students does not match their professed belief. Sizemore (1989) alluded to this in a stronger tone. This is what Sizemore had to say:

There are simply too many people in our social order who believe that Africans are genetically inferior, culturally deprived and socially disordered to expect teachers and principals to work hard educating them left to their own supervision and resources. (p. 7)

A number of teachers in low-achieving African-American schools are more relaxed with a principal who allows them to conduct "business as usual." These teachers fear that the routines and high expectations incorporated by the principal to improve achievement will expose their own weaknesses and low expectations. Thus, they will often attack the principal's leadership style as being detrimental to teacher morale.

**Recommendations**
It is recommended that moderately authoritarian principals be recruited or hired to lead low-achieving predominantly African-American schools. The school systems should provide extensive training to these principals in effective routines that should be incorporated to improve achievement. Also, training should be provided in effective instructional practices for these principals on a going basis. Finally, these principals should be allowed to hire master teachers who understand how to teach African-American students.

Summary

The demographic data indicated that the majority of the teachers in the high-achieving school had master's degrees while the majority of the teachers in the low-achieving schools had bachelor's degrees. Also, the teachers in the high-achieving schools were more experienced and could therefore be considered as master teachers.

The Pearson Product-Moment Correlation Coefficients found the following significant correlations among independent variables: education and salary; routines and instructional role of principal; instructional role and evaluation of faculty; routines and evaluation of faculty.
REFERENCES

Andrews, R., & Soder, R. (1986). *Principals' roles, other in-school variables, and academic achievement by ethnicity and SES.* (ERIC Document Service No. ED 268664)


APPENDIX A

PRINCIPAL TEACHER PERSONAL INFORMATION SURVEY

Part I - Personal Demographic Information

Please check one response for each item that applies best to you by circling the appropriate number. (Item F. may require more than one response).

SEX     RACE     AGE     MARITAL STATUS     HIGHEST LEVEL OF EDUCATION     CURRENT UPDATED PROFESSIONAL GEORGIA CERTIFICATION (Circle all that apply)
1. Males 1. Black 1. 20-29 1. Married 1. Bachelor's Degree 1. 20,000 or below
2. Female 2. Caucasian 2. 30-39 2. Single 2. Master's Degree 2. 21,000 - 30,000
5. Indian 5. 60 or older 5. 51,000 and above

Part II - This instrument is designed to provide you the opportunity to express your opinions about your perceptions of your principal's activities. Using the scale below, indicate whether you Strongly Agree, Agree, or Undecided, Disagree, Strongly Disagree. Mark (X) only one answer for each item.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
1. The principal encourages the use of different instructional strategies. |
2. The principal promotes staff development activities for faculty. |
3. The principal is an active participant in staff development. |
4. Teachers in my school turn to the principal with instructional concerns or problems. |
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>The principal in my school is responsive to students' needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Discussions with my principal result in improved instructional practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The principal leads formal discussions concerning instruction and student achievement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The principal was clearly communicated criteria for judging my performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The principal is knowledgeable about instructional resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The principal makes frequent classroom observations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The principal mobilizes support to help achieve academic goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The principal provides a clear vision of what our school is all about.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The principal's evaluation of my performance helps me improve my teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The principal communicates clearly to me regarding instructional matters.</td>
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<td>15.</td>
<td>The principal is an important instructional resource person in our school.</td>
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<td>16.</td>
<td>The principal is accessible to discuss matters dealing with instruction.</td>
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<td>17.</td>
<td>The principal is a &quot;visible presence&quot; in our building to both staff and students.</td>
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</tbody>
</table>
18. The principal is an effective disciplinarian.

19. The principal encourages the same expectations of academic achievement for female and male students.

20. The principal provides frequent feedback regarding my classroom performance.

21. The principal assists faculty in interpreting test results.

22. The principal is a strong instructional leader.

23. The principal encourages the use of multiple assessment methods to assess student progress in basic skills (e.g., teacher made tests, criterion reference tests, work samples, mastery checklists, etc.).

24. The principal encourages regular use of student assessment information (such as teacher made tests, criterion reference tests, skills checklists, etc.) to give specific student feedback and plan appropriate instruction.

25. The principal has high expectations for the faculty and students in our school.

26. The principal in my school is aware of student progress in relation to instructional objectives.

27. The principal uses test results to recommend changes in the instructional program.
28. The principal communicates openly and frankly with staff members and students.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

29. The principal expects all staff to meet high instructional standards.

30. The principal has a clear understanding of the school's mission and is able to state it in direct, concrete terms.

31. The principal checks student progress frequently, relying on explicit performance data.

32. The principal evaluates teachers based on criteria which focuses on instructional improvements.

33. Learning time is protected from disruption.

34. The principal effectively runs meetings which have a clear agenda; and where discussion is limited to relevant topics.

35. The principal encourages staff members to solve their own work problems, but is available for assistance if needed.

36. The principal is highly visible throughout the school.

37. Resources needed to ensure the effectiveness of instructional programs are available and allocated according to established instructional priorities.
38. Classroom visits to observe instruction are done frequently by the principal.

39. Principal provide support to teachers on student discipline.