ABSTRACT
        Previous research on principals as instructional
leaders has been confined mostly to elementary schools and has
disclosed little information regarding the specific behaviors used by
principals in instructional leadership roles. This study focuses on
high school principals' behaviors and attempts to determine the
behavior differences between principals of "effective" and regular
high schools and the effects of selected variables (school size,
years of experience, and number of assistant principals) on the
behaviors of principals in effective schools. Survey methods were
used to collect data from a random sample of 200 Ohio high schools.
Principals and chairpersons of 107 schools participated. The study
used a three-part instrument designed to gain background information,
respondents' perceptions concerning the presence or absence of
effective school factors, and measure the extent of principals'
engagement in various direct and indirect instructional leadership
behaviors clustered into five separate scales: staff development,
teacher supervision and evaluation, instructional facilitation,
resource acquisition and building maintenance, and student problem
resolution. All principals indicated that they at least sometimes
engaged in all 30 behaviors included in the Instructional Leadership
Behavior Questionnaire (ILBQ). High school principals tend to engage
in more indirect than direct instructional leadership activities.
Overall ILBQ scores were higher for principals from "effective" high
schools. Included are 22 references and an appendix listing
instructional leadership behaviors reported by high school
principals. (MLH)

HIGH SCHOOL PRINCIPALS' PERCEPTIONS OF
THEIR INSTRUCTIONAL LEADERSHIP BEHAVIOR

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Introduction

This report is drawn from a recent study which was designed to identify the specific behaviors of high school principals as instructional leaders. The importance of the principal's role in providing instructional leadership has been often cited in the educational literature. Despite this attention, educators still ask, "What are the specific instructional leadership behaviors demonstrated by school principals?"

In recent years, studies of school effectiveness (Weber 1971; Brookover & Lezotte 1979; Edmond 1979; Wellisch 1978; Austin 1979) and studies of instructional leadership (Cawelti 1980; Cotton & Savard 1980) indicated that a key factor in effective schools is the principal serving as a leader of instruction. However, research in these areas nas been somewhat limited on two levels. First, most has been conducted to examine elementary schools, and only limited attention has been given to high schools. Second, little information has been found regarding the specific behaviors used by principals who serve as instructional leaders.

It would be wrong to generalize too broadly and draw too many conclusions applied to secondary schools based on much of the school effectiveness and instructional leadership research. Most studies have been conducted in elementary schools, and there are systematic organizational differences in terms of size and complexity between elementary and secondary levels (Firestone & Herriott 1982; Purkey & Smith 1982; and Neufeld et al., 1983). These differences make it difficult to apply the findings of existing research to secondary

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schools. The factors that characterize effective elementary schools may indeed be relevant for the analysis of secondary schools, but it is clear that more studies of school effectiveness and instructional leadership must be directed toward middle, junior, and senior high schools (Greenfield, 1982).

Although much has been written about the necessity for the principal to serve as an instructional leader, little has been done to define what is exactly meant by this role. Mulhauser (1983, p. 8) indicated that the principal in an effective school is "a strong leader of instruction; unfortunately, few of the studies offer much behavior guidance to a principal wondering what to do along those lines." One of the problems is that measures of leadership in research on principals are disconnected from the practical activities involved in school management, particularly instructional management. As a result, not a great deal is known about specific leadership behaviors that increase instructional effectiveness (Rowan et al., 1982). Dwyer et al. (1983) suggested that future studies of the instructional management activities of principals will be directed toward identifying actual behaviors.

Purpose

The purpose of this study was to provide a better understanding of the instructional leadership behaviors of nigh school principals. There was a desire to develop more than a description of the behaviors of school principals as they engaged in instructional leadership. Therefore, further analysis was carried out to determine: 1) The differences that existed between the behaviors of principals of

"effective" high schools, as compared with those of other high schools:
2) the effects of selected variables--school size, years of experience as
principal, and number of assistant principals--on the behaviors of
principals in effective schools. For the purposes of this study, the
following definition of instructional leadership, derived from a review
of recent literature (Battison 1984, Bevoise 1984, Cawelti 1980, Duke
1982, Hannay & Stevens 1984, and Snyder 1983), was utilized:

> Instructional leadership consists of direct or indirect
> behaviors produced by a principal that significantly affect
> teacher instruction and, as a result, student learning.

This definition was selected because it suggested that principals
take both direct and indirect actions to influence and support teaching
and learning, and the study looked at the concepts of both direct and
indirect instructional leadership.

Methodology

Survey methods were used to collect data from a stratified random
sample comprised of 200 high schools in Ohio. The principal and four
selected department chairpersons in each school served as respondents.
Principals were the primary respondents because this study was designed
to identify their perceptions of their own instructional leadership
behaviors. Department chairpersons were also involved because their
perceptions of school practices were important to distinguish between
"effective" and other schools. A total of 107 schools participated in
this study.

Data were collected through the use of a three-part survey

instrument designed specifically for the study. Part I asked for basic background information related to the respondent principal and his or her school. Part II consisted of the "Perceptions of School Quality Inventory (PSQI)," a 28-item questionnaire seeking respondents' perceptions of the relative presence or absence of factors associated in the literature with effective schools: A climate conducive to learning, strong leadership, clear goals, and high expectations for student achievement. Thus, this part of the instrument served to determine the groupings of "effective" schools and other schools. Part III of the instrument was entitled the "Instructional Leadership Behavior Questionnaire (ILBQ)." This contained 30 statements designed to identify the extent to which principals believed that they engaged in various direct and indirect instructional leadership behaviors, clustered into five separate scales: Staff development, teacher supervision and evaluation, instructional facilitation, resource acquisition and building maintenance, and student problem resolution. The data-collection instrument developed for and utilized in this study was pilot-tested and determined to be both a valid and reliable measure. All three parts of the instrument were completed by school principals, while department chairpersons were asked only to complete the PSQI.

Data Analysis

The first step in the analysis of the data was the determination of groupings of "effective" and other schools. This was done by examining the results of the scores of the principals and department chairpersons who completed the PSQI. The PSQI mean score across the

entire sample was 112.14 (with a standard deviation of 8.72), and scores ranged from 84.67 to 127.75. For the purposes of this study, the 107 schools were divided into "effective (N=37)," "average (N=36)," and "not effective (N=34)" groups using one-half of one standard deviation above and below the mean in the distribution of PSQI average scores.

For the description of the principals' instructional leadership behaviors in "effective," "average," and "not effective" schools, the means and standard deviations of ILBQ items and scales were computed and interpreted. Then, multivariate special contrasts analysis was performed to determine the differences of the principals' instructional leadership behaviors between "effective" and "average" schools, and between "effective" and "not effective" schools. Multivariate repeated measures analysis examined the effects of school size, years of experience as principal, and the number of assistant principals on the principals' instructional leadership behaviors in effective schools.

Results

The item mean scores, in terms of values for principals' responses to the ILBQ, represented the statements of "Never Do," "Sometimes Do," "Often Do," and "Always Do." Principals in "effective," "average," and "not effective" high schools indicated that the 30 specific behaviors included in the Instructional Leadership Behavior Questionnaire (ILBQ) were representative of their behaviors. The data showed that no single variable received a rating of less than 3 on a five point scale (the responses of "Sometimes Do"). These behaviors distributed across the five scales are presented in Appendix A.

Insert Appendix A Here

For each scale, "effective," "average," and "not effective" school principals rated from high to low: Student Problem Resolution, Resource Acquisition and Building Maintenance, Instructional Facilitation, Teacher Supervision and Evaluation, and Staff Development. Figure 1 displays the scale scores in "effective," "average," and "not effective" schools.

Insert Figure 1 Here

A multivariate special contrast analysis (F = 4.24, p= .00) showed a significant difference between scores of principals' instructional leadership behaviors in "effective" and "average" schools. Univariate analysis of variance yielded mixed results. Principals in "effective" schools scored significantly higher on the scales of Staff Development, Teacher Supervision and Evaluation, and Resource Acquisition and Building Maintenance than principals in "average" schools. Univariate tests for the scales of Instructional Facilitation and Student Problem Resolution were not significant (Table 1).

Insert Table 1 Here

A multivariate special contrast analysis (F = 8.2, p= .00) disclosed a significant difference between scores of principals' instructional leadership behaviors of "effective" and "not effective"

schools. Univariate analyses of variance showed significant differences on all scales. Principals in "effective" schools scored significantly higher across all five scales than principals in "not effective" schools (Table 2).

Insert Table 2 Here

Multivariate repeated measures analysis did not show significant relationship between school size, years of experience as principal, and number of assistant principals; and principals' instructional leadership behaviors in "effective" high schools (Table 3).

Insert Table 3 Here

Conclusions

All principals indicated that, at least sometimes, they engaged in the 30 behaviors included in the ILBQ. As a result, it was concluded that these behaviors were representative of the activities in which they engaged as instructional leaders. They carried out both direct and indirect instructional leadership to influence instruction. Direct instructional leadership occurred when the principals improved the instructional practices through such behaviors as supervision, evaluation, or inservice. Indirect instructional leadership was provided when the principals, through the support functions such as instructional facilitation, resource acquisition, building maintenance, and student

problem resolution, took action with the intention of facilitating instruction.

Although all school principals indicated they engaged in behaviors in each of the five scale areas, there were significant differences between scale ratings from high to low as follows: Student Problem Resolution, Resource Acquisition and Building Maintenance, Instructional Facilitation, Teacher Supervision and Evaluation, and Staff Development. This provided evidence that high school principals engaged in more indirect instructional leadership than direct. Thus, it could be concluded that, regardless of the quality of a particular school, high school principals tend to engage more frequently in indirect approaches to providing instructional leadership.

When principals of "effective" high schools were compared with principals of "average" or "not effective" high schools, it was found that the overall ILBQ scores of the "effective" school group was significantly higher than the score from the "average" or "not effective" school group. This finding supported the notion that the principal's instructional leadership is one of the crucial factors related to school effectiveness.

Finally, there were no significant relationships between school size, years of experience as principal, and number of assistant principals and the instructional leadership behaviors of "effective" school principals.As a result, it appears that background characteristics of schools have little positive or negative bearing on the ways in which principals serve in their instructional leadership role.

Implications

This study provides convincing reinforcement of the oft-stated claim that the instructional leadership behavior of the school principal is an important feature of effective schools. Although some high schools have designated individuals as assistant principals for instruction and curriculum or have suggested that department chairpersons assume the lead role in fostering instructional improvement, the study reported in this paper makes a strong case for no one but the principal serving as formal educational leader. Simply stated, instructional leadership cannot be delegated. Furthermore, the specific behaviors of providing for teacher inservice and staff development, clinical supervision and teacher evaluation, instructional support, resource acquisition, building maintenance, and resolution of student problems, as measured by the Instructional Leadership Behavior Questionnaire (ILBQ), are desirable behaviors of principals in any size high school who want to enhance the effectiveness of their schools by actively assuming the role of instructional leader.

The findings of the study also provided implications related to the preservice training, initial selection, and ongoing inservice support of high school principals.

First, formal job descriptions of high school principals should contain the explicit expectation that an individual serving in that capacity think of him-or herself as an instructional leader above all, and act accordingly. Such expectations can be based on the knowledge that being a "leader" is not a phrase made of empty rhetoric; there are definite behaviors in which an individual can engage to enhance his or

her leadership role. In addition, as states periodically review their administrative certification standards, it may be strongly suggested that these standards include considerable attention to the instructional leadership responsibilities of principals.

Second, inservice may be designe specifically to assist principals who should be instructional leaders. Historically, there has been a claim that principals have not been trained to serve as instructional leaders; therefore, no one should expect them to fulfill that role. The specific identified indirect and direct leadership behaviors of this study could be utilized as the starting point for developing administrator inservice. The inservice opportunities could be provided by local school districts, colleges or universities, state departments of education, or professional associations. It makes little difference as to who does the training. The most important consideration is that the inservice opportunities are made available, and also that they are directed toward the concrete issue of developing skill in instructional leadership.

Third, the issue of instructional leadership behavior needs to be viewed as an issue of enduring interest and concern for researchers and practitioners. Although this study found that school size, the number of assistant principals, and the number of years of experience that an individual has as principal are not related to instructional leadership, there may well be many additional factors that need further probing. Other researchers (Bossert, et al., 1982; Felder, 1982; Dwyer, 1984) have suggested that these factors might include the beliefs and expectations of individual principals, school complexity, expectations of

administrator performance by the superintendent, and community influences. There are assumptions that activities of principals reflect ...ity needs or concerns. How this may be true is unclear. Also, little is known about the ways in which principals' activities are affected by programs or mandates at the local district, state, or national levels. Then, too, there is the concern that principals often act out their role based on what they think their superintendent expects of them. All of these issues may serve in the development of a research agenda designed to investigate more completely the factors viewed by principals as the most influential to their instructional leadership responsibilities.

A fourth issue derived from this research involves the extent to which the survey questionnaire methodology utilized here would provide the same results as would a study making use of a qualitative research design. For example, although the ILBQ indicated that "providing oral and written feedback to teachers after a classroom observation" is an important instructional leadership behavior, responses on a five-point scale tell little about precisely <u>what</u> feedback should be given, or <u>how often</u> observations should be made. This study may have provided some interesting and important starting points to help our understanding of the phenomenon of instructional leadership by high school principals. Refinements in measurement devices and, perhaps, follow-up studies using entirely different research strategies sh' !d add considerably to our future understanding of this topic.

Finally, it must be noted that a limitation of this study was indeed its reliance on a contrived measure of self-perceived

effectiveness as a determinant of whether schools were "effective," "average," or "not effective." Further studies of thi kind may do well in considering alternative measures to find "good" schools. Despite this limitation, however, it is important to note that the measure of effectiveness used in this research was one which permitted a look at those behaviors prac iced by principals in schools that appeared to be better than others. It is from such a starting point that we may proceed to learn more about this important topic.

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APPENDIX I

Instructional Leadership Behaviors
Reported by High School Principals

Staff Development

Survey staff members to determine topics and activities for a year long staff development plan.

Work with a committee to plan and implement the staff development program.

Use information derived from the evaluation of a staff development program in planning further staff development.

Provide inservice training for the support staff on how their roles relate to the instructional program.

Resource Acquisition and Building Maintenance

Maintain the building in order to provide a pleasant working condition for students and staff.

Take inventory of resources to assess the resource needs of each department.

Acquire adequate resources for teaching.

Allocate resources on the basis of identified needs according to a priority ranking.

Instructional Facilitation

Establish my priorities so that, by the amount of time devoted to it, instruction is always first.

Work according to the belief that all students can learn and achieve at high levels.

Strongly emphasize the accomplishment of the basic reading and math objects.

Monitor student progress by reviewing student progress records.

Provide teachers with professional reading materials related to effective instruction.

Organize reporting procedures to minimize paperwork for teachers.

Support teachers who are implementing new ideas.

Serve as an active member of a professional organization.

Keep the school's public informed of school goals, the value of programs, progress toward goal attainment, and problems encountered.

Keep the central office informed of developments at my school.

Initiate informal communication with teachers to create a supportive climate.

Teacher Supervision and Evaluation

Involve staff members and people from the community in setting clear goals and objectives for instruction.

Work according to the belief that all teachers can teach and teach well.

Have conferences with individual teachers to review their instructional plans.

Observe teacher instruction at scheduled and non-scheduled times.

Provide oral and written feedback to teachers after classroom observations.

More frequently observe new teachers during classroom instruction than I observe experienced teachers.

Encourage teachers to do self-appraisal to determine areas for improvement.

Recognize and reward teachers for producing high student achievement.

Student Problem Resolution

Assist teachers in dealing with discipline problems.

Enforce school attendance policies to reduce tardiness and absence rates.

Interact directly with students to discuss their problems about school.

Figure 1

ILBQ Scale Scores in Effective, Average,
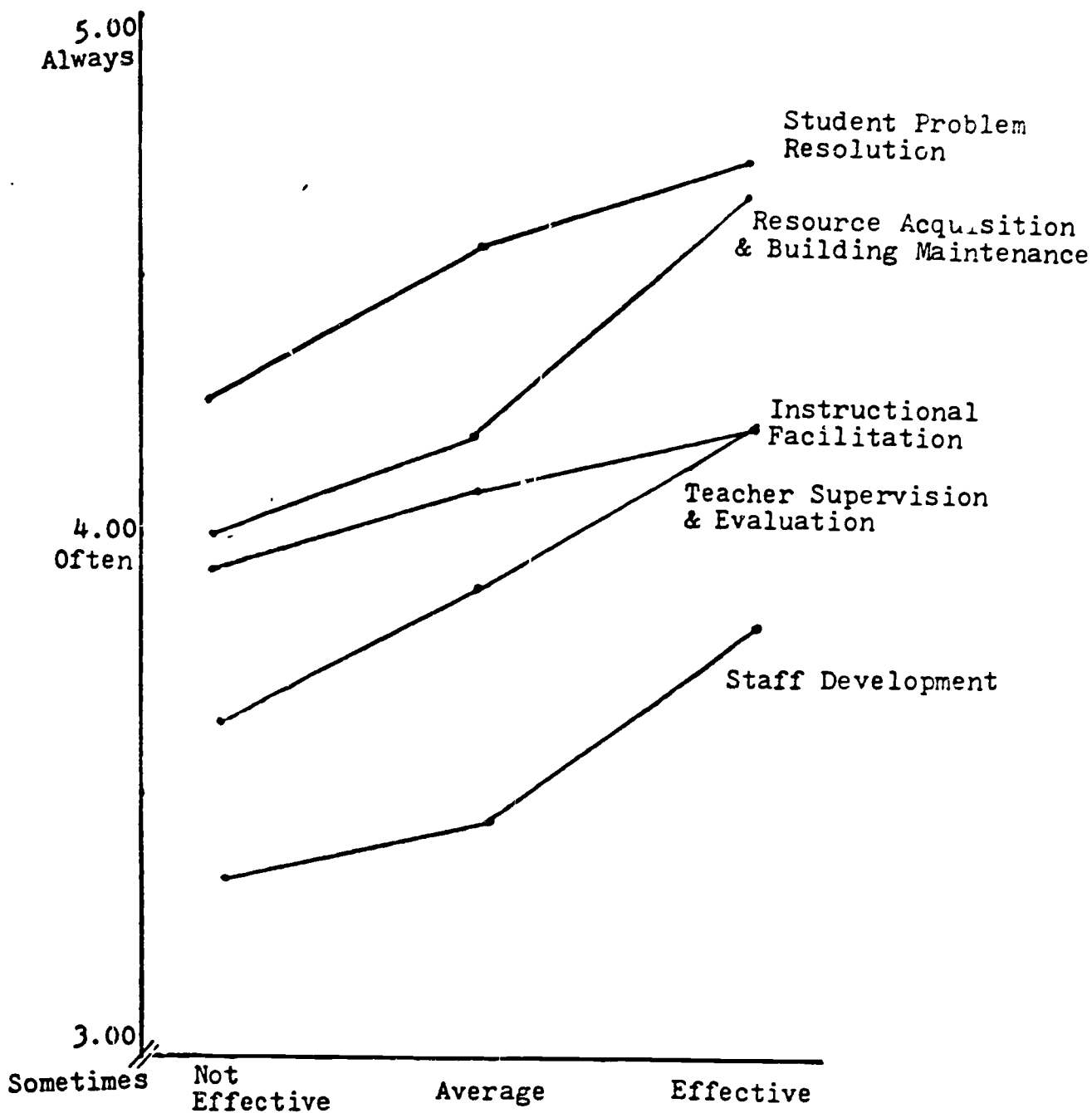and Not Effective Schools

Table 1

Multivariate and Univariate Analysis of Variance Summaries for ILBQ Scales Between Effective and Average Schools

Multivariate Analysis of Variance

Hypoth. $\underline{df}$ = 5   Error $\underline{df}$ = 100

Approx. $\underline{F}$ = 4.24 $\underline{p}$ = .00

Univariate Analysis of Variance

Variable	Hypoth. MS	Error MS	$\underline{F}$*	$\underline{p}$=
Staff Development	2.54	0.62	4.10	.05*
Teacher Supervision & Evaluation	1.95	0.16	12.03	.00*
Instructional Facilitation	0.25	0.10	2.59	.11
Student Problem Resolution	0.19	0.20	0.98	.32
Resource Acquisition & Building Maintenance	3.46	0.24	14.40	.00*

* df = 1,104

Table 2

Multivariate and Univariate Analysis of Variance
Summaries for ILOQ Scales Between
Effective and Not Effective Schools

Multivariate Analysis of Variance

Hypoth. df = 5   Error df = 100

Approx. F = 8.20   p = .00

Univariate Analysis of Variance

Variable	Hypoth. MS	Error MS	F*	p=
Staff Development	3.82	0.62	6.17	.02*
Teacher Supervision & Evaluation	4.40	0.16	27.12	.00*
Instructional Facilitation	1.75	0.98	17.76	.00*
Student Problem Resolution	2.26	0.20	11.43	.00*
Resource Acquisition & Building Maintenance	6.02	0.24	25.01	.00*

* df = 1,104

Table 3

Tests of Significance for the Effects of the Variables on
Effective School Principal Instructional Leadership

Source of Variation	Sum of Squares	Mean Square	DF	F	SIG. of F
Years of Experience	0.08	0.04	2	0.08	.92
Number of Assistant Principals	0.04	0.04	1	0.08	.78
School Size	1.09	0.54	2	1.11	.34