

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

INSTRUCTIONAL LEADERSHIP  
AS PERCEIVED BY PRINCIPALS  
OF 3-7 TEACHER SCHOOLS

A thesis presented in partial fulfilment  
of the requirements for the degree  
of Master of Education at  
Massey University

James Robert Payne

1984



ACKNOWLEDGEMENTS

I wish to acknowledge the help given by many people in the preparation of this thesis.

First, I would like to thank my supervisor Wayne Edwards, who, in the midst of many other calls upon his time, watched me take an idea and helped me shape it into this thesis, by guidance, advice, support and encouragement over the two years.

My thanks are also due to:

The lecturers and staff at Massey University (extra-mural as well as internal) who have helped me in my studies over a very long time;

Dr Tom Prebble, who helped me to persevere with the intricacies of educational administration;

The Teaching Principals with whom I have been associated, and to whom this thesis is dedicated; and,

My wife, Beverley: may she now experience that "light at the end of the tunnel".

ABSTRACT

The major objective of this study was to determine the match/mismatch between the ideal and the actual role of Instructional Leadership as perceived by a group of Teaching Principals (N=10) of 3-7 Teacher Schools.

Instructional Leadership is one of the major components of the principal's role and involves influencing the work of another teacher in order to improve the perceived effectiveness of the teaching-learning experience.

Teaching Principals of 3-7 Teacher Schools were chosen for the purposes of this study because these schools are an important component of the New Zealand education system, especially as falling rolls, changes in staffing ratios, and integration of private schools have increased both the proportion, and the total number, of these schools.

Very little research has been carried out into the actual role of a Teaching Principal. Most of the literature on the role of a principal assumes that all principals are without the responsibility for an actual class. Teaching Principals have a dual role because, while Teaching Principals have been appointed as "Principal", they have the full time responsibility for a group of children.

This study utilized semi-structured interviews to determine the perceptions of the Teaching Principals, and questionnaires to determine the perceptions of selected teachers in the Teaching Principals' schools. No observational or experimental interventions were attempted.

Each of the Teaching Principals had experienced some kind of course or training in educational administration, however minimal. Some of the Teaching Principals expressed doubts as to the relevance of these courses or training to their present positions.

The Teaching Principals perceived their role as both principal and teacher, and felt that they were unable to provide the standard and extent of Instructional Leadership that their position required because of the lack of sufficient time resulting from involvement in full time teaching, administrative tasks and continual interruptions by visitors.

Although the teachers were generally satisfied with the Instructional Leadership provided, there were differences in perception between the Teaching Principals and the teachers, with the teachers concentrating on the Teaching Principal's role as a facilitator and supporter. The teachers also placed greater emphasis upon help provided by other teachers.

There were also some differences in perception between the Teaching Principals and teachers of the smaller schools and those of the larger schools. The latter schools appeared to be more formal with syndicates being the major organizational focus.

While there was seen to be a need for more assistance with courses and training and the provision of extra professional and non-professional staffing to enable Teaching Principals to carry out their role as Instructional Leaders, the position of Teaching Principal was seen as providing definite advantages for Instructional Leadership. As classroom teachers, the Teaching Principals possessed a close identification with other staff members, and this gave credibility to their advice and guidance, as well as providing a practical example of class teaching.

By utilizing the advantages of their position Teaching Principals can provide worthwhile Instructional Leadership, which will ultimately benefit the children in their schools.

## TABLE OF CONTENTS

Acknowledgements	ii
Abstract	iii
List of Tables	v
Chapter One    The Problem and Its Setting	1
Chapter Two    Review of Related Literature and Summary of Courses in Educational Administration in New Zealand	17
Chapter Three  Methodology	65
Chapter Four   Results of the Study	97
Chapter Five   Discussion of Results and Summary; Conclusions and Recommendations; Tailpiece	160
Appendices	180
Bibliography	230

LIST OF TABLES

TABLE I	Changes in Staffing Ratios of 3-7 Teacher Schools	4
TABLE II	Integrated Primary Schools (to July 1983)	4
TABLE III	Rolls and Staffing Ratios of 3-7 Teacher Schools	73
TABLE IV	Staffing of 3-7 Teacher Schools	74
TABLE V	Staffing of Grade VA Schools Prior to Broadbanding	75
TABLE VI	Distribution of the Selected Schools by Number of Teachers	76
TABLE VII	Number of Teacher Questionnaires Distributed per School	79
TABLE VIII	Teaching Principals' Service in Positions of Responsibility	103
TABLE IX	Teaching Principals' Involvement in Educational Administration Courses	110
TABLE X	Methods of Instructional Leadership Mentioned by the Teaching Principals	117
TABLE XI	Teachers' Teaching Service in Their Present Schools	133
TABLE XII	Teachers' Total Teaching Service in Sole to Seven Teacher Schools	134
TABLE XIII	Teachers' Estimates of Their Knowledge of Their Teaching Principal	134
TABLE XIV	Teachers' Perceptions of the Frequency of Methods Used to Lead Staff and Influence Decision Making	141
TABLE XV	Teachers' Perceptions of the Frequency of Methods Used to Help Them Individually	142
TABLE XVI	Teachers' Perceptions of the Effectiveness of Methods Used to Help Them Individually	144
TABLE XVII	Teachers' Perceptions of the Frequency with Which They Would Approach Various People for Help in Subject Areas	145
TABLE XVIII	Teachers' Perceptions of the Frequency with Which They Would Approach Various People for Help with Children	146
TABLE XIX	Teachers' Perceptions of the Effectiveness of Their Teaching Principals in Provision of Help	147

1 THE PROBLEM AND ITS SETTING

"Correction and instruction must both work  
Ere this rude beast will profit."

Measure for Measure 3.02.32-33.

1:1 INTRODUCTION	3
Significance of the study	3
Organization of the remainder of the study	5
1:2 THE PROBLEM AND ITS SETTING (1)	8
A day in the life of a Teaching Principal	8
1:3 THE PROBLEM AND ITS SETTING (2)	15
Introduction	15
The statement of the problem	15
The statement of the subproblems	15
The delimitations	16
Definitions	16