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RELATIONSHIPS BETWEEN TEACHER PERCEPTIONS OF
PRINCIPAL SUPPORT AND TEACHER ALLOCATION OF TIME

by

BETTY HUTCHINSON FLAD

A dissertation submitted in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

in

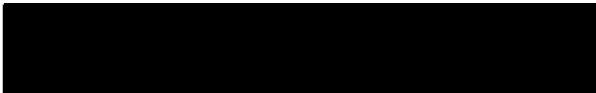
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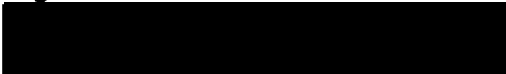
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The members of the Committee approved the
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Amy Driscoll, Chair, Portland State University

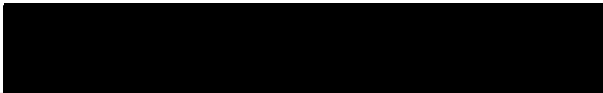

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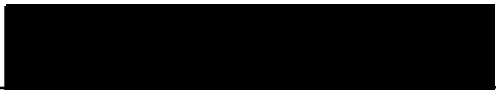

Joel Arick


John Lind


Roger Moseley

APPROVED:

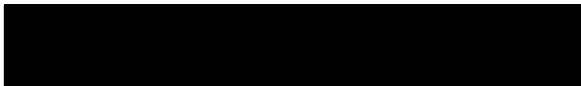

Robert B. Everhart, Dean, School of Education


C. William Savery, Interim Vice Provost for
Graduate Studies and Research

AN ABSTRACT OF THE DISSERTATION OF Betty Hutchinson
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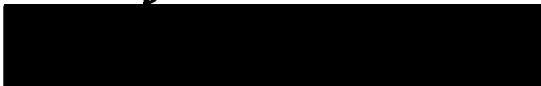
Title: Relationships Between Teacher Perceptions of
Principal Support and Teacher Allocation of
Time.

APPROVED BY THE MEMBERS OF THE DISSERTATION COMMITTEE:


Amy Driscoll, Chairperson


Joel Arick


Judith Edwards Allen


John Lind


Roger Moseley

The purpose of this study was to investigate teacher
allocation of time and to examine if that allocation

of time was related to teacher perceptions of principal behaviors and school policies. The study emerged from a review of the time-on-task literature and the principal effectiveness literature which suggested that teacher allocation of time might be related to principal behaviors and school policies.

Three research questions were posed: (1) How do teachers allocate time to teaching responsibilities? (2) What perceptions do teachers have of principal behaviors and school policies at their schools? (3) Is there a relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time?

To address these questions, a random sample of full-time elementary, classroom teachers from a large suburban school district near Portland, Oregon, was used. These teachers represented fourteen moderate size schools with student populations ranging from 325 to 550.

The "Tucson Teacher Job Description Survey" was used to measure teacher allocation of time in six areas of teaching responsibility: Instruction, Instructional Planning, Classroom Management, Diagnosis & Counseling, School System Responsibilities, Clerical & Administrative. Principal behaviors and school policies, derived from the Stallings & Mohlman (1981)

study, "School Policy, Leadership Style, Teacher Change and Student Behavior in Eight Schools" were used to measure teacher perceptions of principal behaviors and school policies.

Statistical comparisons using multiple regression analysis were used to predict teacher allocation of time based upon teacher perceptions of principal support. A three-way factor analysis did not confirm the principal behavior and school policy labels derived from Stallings & Mohlman (1981). Three new labels of principal support were established: Professional Support, Instructional Support, Resource Support.

Five variables from the Professional Support category were found to be significantly related to the time allocation areas of Instruction and Diagnosis & Counseling. Findings from this study showed no significant relationships between Instructional Support or Resource Support to teacher allocation of time.

Teachers reported to spend the most time in Classroom Management responsibilities. The least amount of time was devoted to School System Responsibilities. Teachers perceived principals in this sample to have a higher frequency of Professional Support behaviors than the other two categories. Principals were rated high in speaking preparation, setting an example by working hard, and looking out for

the welfare of teachers. The availability of custodial services when needed was rated low by teachers.

Information from this study will assist principals in knowing where teachers allocate time, how teacher perceptions relate to teacher allocation of time, and what principal support variables most significantly contribute to teacher time allocations. Teachers will be made aware of time allocation variables which may effect time allocated to student Instruction.

Recommendations include additional research with other groups of teachers to substantiate these findings and further study into reliable scales which measure teacher perceptions of principal support.

To my family
who brings me encouragement,
inspiration, and support

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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xiii
CHAPTER	
I INTRODUCTION TO THE STUDY.....	1
Introduction.....	1
Time as an Educational Reform Issue.	2
Conclusions from the Research....	3
Purpose for the Study.....	4
Studies Relating Time to Policies and Behaviors.....	5
Rationale for the Study.....	8
Relationships of Policies.....	9
Relationships of Leadership Behaviors.....	10
Relationships of Teacher Perceptions.....	10
Significance of the Study.....	11
Timeliness of the Study.....	12
Potential for altering School Practices.....	13
Definition of Terms.....	15
The Research Model.....	17

Potential Contributions from the Study.....	18
II REVIEW OF THE LITERATURE.....	21
Introduction.....	21
Time Allocation and Learning.....	22
Historical Perspectives on Time.....	23
Early Era.....	24
Modern Era.....	25
Recent Era.....	26
Studies on Teacher Allocation of Time.....	28
Teaching Responsibilities Impact Time.....	32
Time Organizers in Elementary Classrooms.....	34
Principal Influences on Teachers.....	37
Teacher Decisions About Time.....	38
Teacher Perceptions of Principal Norms.....	39
Principal Behaviors and School Policies Influence Teachers.....	40
Teacher Perceptions of Principal Influence on Teacher Time.....	42
Teacher Perception Studies.....	45
Summary of Perception Studies.....	47
Summary of the Literature Review.....	49
III RESEARCH DESIGN AND METHODOLOGY.....	52
Introduction.....	52
Sampling Procedures and Considerations.....	53
Teaching Status.....	54
Teaching Assignment.....	55
School Size.....	55

Limitations.....	56
Geographic Location.....	57
School Size.....	57
Teacher Perceptions.....	58
Data Gathering Procedures.....	58
Trial Test.....	60
Research Instrument.....	60
Part I of Questionnaire.....	60
Part II of Questionnaire.....	61
The Research Questionnaire.....	63
Validity of the Instrument.....	63
Reliability of the Instrument.....	64
Statistical Design and Hypothesis.....	65
Research Question #1.....	65
Research Question #2.....	66
Research Question #3.....	67
IV PRESENTATION OF THE DATA.....	69
Introduction.....	69
Responses and Respondent Information..	70
Description of the Sample.....	70
Results of Instrument Reliability and Validity.....	72
The First Research Question and Findings.....	73
The Second Research Question and Findings.....	83
The Third Research Question and Findings.....	95

Professional Support Variable Relationships.....	95
Instructional Support Variable Relationships.....	102
Resource Support Variable Relationships.....	102
Summary.....	103
Time Allocation Findings.....	103
Teacher Perception Findings.....	104
Relationships Between Teacher Perceptions and Time Allocations.....	104
V CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS.....	106
Introduction.....	106
Conclusions.....	107
Implications for Teachers.....	108
Implications for Principals.....	111
Implications for School District Officials and School Boards.....	116
Limitations and Recommendations.....	117
Summary.....	122
LIST OF REFERENCES.....	125
APPENDICES	
A PRINCIPAL NOTIFICATION LETTER.....	132
B REQUEST FOR PRINCIPAL ASSISTANCE WITH TIME SURVEY.....	134
C TIME ALLOCATION SURVEY.....	137
D DIRECTIONS FOR COMPLETING TIME ALLOCATION SURVEY USING COMPUTER SCAN SHEETS.....	146

E	SAMPLE LETTER TO TEACHER IN TIME ALLOCATION SURVEY.....	148
F	FOLLOW-UP LETTER TO PRINCIPALS REGARDING TEACHER PARTICIPATION.....	150
G	SURVEY RETEST LETTER.....	152
H	FIELD TEST LETTER TO TEACHERS.....	154

LIST OF TABLES

TABLE	PAGE
I Percentage Frequency Distribution of Demographic Variables of Elementary Teachers and their Principals.....	71
II Six Time Allocation Areas Mean and Standard Deviation.....	74
III Instruction Time Variables Mean and Standard Deviation.....	75
IV Instructional Planning Time Variables Mean and Standard Deviation.....	76
V Classroom Management Time Variables Mean and Standard Deviation.....	77
VI Diagnosis & Counseling Time Variables Mean and Standard Deviation.....	78
VII School System Responsibility Time Variables Mean and Standard Deviation.....	79
VIII Clerical & Administrative Time Variables Mean and Standard Deviation.....	80

IX	Factor Analysis for Part II Variables	
	Rotated Factor Matrix.....	84
X	Professional Support Variables, Factor 1	
	Variable Definition and Factor Loading	
	Weights.....	86
XI	Instructional Support Variables, Factor 2	
	Variable Definitions and Factor Loading	
	Weights.....	87
XII	Resource Support Variables, Factor 3	
	Variable Definitions and Factor Loading	
	Weights.....	89
XIII	Three Dimensions of Principal Support	
	Mean and Standard Deviation.....	90
XIV	Instructional Support Variables Mean and	
	Standard Deviation.....	91
XV	Resource Support Variables Mean and	
	Standard Deviation.....	93
XVI	Professional Support Variables Mean and	
	Standard Deviation.....	94

XVII	Multiple Regression:	
	Instruction/Principal Shares New Ideas/ Principal Well Prepared to Speak.....	97-98
XVIII	Multiple Regression: Diagnosis & Counsel/ Gives Constructive Criticism/ Goes Out of Way to Help/ Principal Handles Discipline.....	100-101

LIST OF FIGURES

FIGURE		PAGE
1.	Carroll's Model of School Learning.....	27
2.	Disaggregation of Active Learning Time into Parts and Causes.....	31
3.	Coexisting School Factors.....	44

CHAPTER I

INTRODUCTION TO THE STUDY

INTRODUCTION

Research on instructional time has become an active and sustained pursuit of the educational community for the past two decades. The contents of professional journals and programs for professional conferences, as well as school improvement programs, reflect the extensive effort and resources devoted to instructional-time issues.

Fueled by discontent with declining standardized achievement test scores and by the demand for teachers and schools to be held accountable for their performance, time has become an important focus of the eighties and nineties.

Time as an Educational Reform Issue

The issue of instructional time peaked amidst a sweeping educational reform movement in 1983. At that time, the National Commission on Excellence produced a widely read document entitled A National At Risk in which education and schools were severely criticized for failing to provide the nation's youth with skills to function in a changing society. Among the recommendations for school reform were proposals for the study and use of educational time. Duration of the school year, length of the school day, classroom time-on-task, and how home time should be spent on academic pursuits were noted as areas to be explored. In 1983, the Carnegie Foundation for the Advancement of Teaching released a similar study with comparable findings about the state of the nation's high schools. Sizer's (1982) extensive study of public schools found time to be a salient variable in many school practices. Goodlad's A Place Called School, (1984) examined how school time was used and concluded that much of the regular school day was wasted in unproductive classroom time. From within and outside of the profession concerns came for how time was used in schools.

Conclusions from the Research

Research on instructional time and learning, currently supported by ongoing study, has generated several conclusions about time and learning in schools: school policies affect how teachers allocate time; teachers determine what and when students learn; elementary teachers have more control of classroom time than teachers at other levels; the amount of time students have to learn varies significantly between classrooms and individual teachers.

Building on the research findings related to instructional time, principal leadership, and teacher perception of administrative style, this study seeks relationships between these findings and teacher use of time. The study explores the relationships between school policies and principal behaviors and teacher allocation of time. The study specifically attempts to identify principal behaviors and school policies, as perceived by teachers, which may be related to an elementary teacher's allocation of time. These influences may begin to explain the differences in time allocations which exist among classrooms and between teachers.

PURPOSE OF THE STUDY

The purpose of this study is to determine how elementary teachers allocate time among various teaching responsibilities. The study also seeks to determine what perceptions teachers have of principal behaviors and school policies and if those perceptions are related to a teacher's allocation of time. Additionally, the study will look at extraneous demographic variables for both principals and teachers to determine if such variables are related to elementary classroom teacher time allocations.

To date, research linking teacher perceptions of principal behaviors and school policies with the way teachers use time is minimal. Until recently, most studies of time viewed it as a student variable, not a teacher variable. A paucity of researchers, Stallings & Mohlman, (1981); Barr & Dreeban, (1985); Wiley & Harnischfeger, (1974) have studied the impact of school policies and school schedules on the time allocations of teachers.

This study considers time as a teacher variable. The investigation probes for relationships between principal behaviors and school policies and teacher allocation of time. The study will contribute to the literature on how teacher perceptions of principal actions relate to a teacher's allocation of time.

The effective schools research reveals that principals have a profound influence on schools and teachers, (Averch, 1972; Barr & Dreeban, 1983; Brown, 1987; Purkey, 1983). This study will provide information which extends the understanding of that influence, specifically in terms of administrative behaviors and school policies.

Studies Relating Time to Policies and Behaviors

The most comprehensive study relating teacher use of time to school policies and principal behaviors was conducted by Stallings and Mohlman (1981). In their study, secondary teachers and their administrators from eight San Francisco area schools examined administrative policies and leadership behaviors. These policies and behaviors were identified as important factors in a teacher's ability to adopt change, (Stallings & Mohlman, 1981). The study

indicated that significant relationships existed between principal behaviors and teacher morale, consequently, a teacher's successful adoption of strategies for using time more effectively was influenced by principal behaviors and school policies.

Barr & Dreeban (1985) in their empirical review of time use in elementary classrooms, found that decisions about time represented resolutions in competing claims over school resources. For example, teachers were influenced and constrained by principal decisions, school policies, district mandates, School Board directives and State Laws. Time was not the sole jurisdiction of the teacher. Teachers had to balance school policies and principal behaviors against personal decisions about time allocations.

In another study of teacher use of time, Rosenshine (1979), found wide variations in the way teachers allocated time for student learning. They identified relationships between school policies and how teachers allocate time. This study sampled elementary teachers as they taught reading and math. Significant student gains were noted in math and reading when teachers allocated more time for active learning to those specific academic areas. Teachers in the study reported more time was allocated to learning when fewer interruptions in classroom time were noted.

Accordingly, teachers who were supported by school policies that emphasized the importance of learning had more freedom to control their own teaching time. In these schools, schedules were fashioned to maximize learning time.

Each of these researchers suggested that school policies and principal behaviors affect the way teachers allocate time to student learning. Schools where policies limit classroom intrusions and minimize interruptions had higher student achievements, (Bennis, 1984; Sergiovanni, 1982; Edmonds, 1981). Linkages between school policies, leadership behaviors, and student learning were beginning to emerge.

These studies indicate that time is a resource which is controlled, constrained, and influenced by numerous factors. Some of these factors can be controlled by the teacher, but many are imposed from other levels of the organization.

This study is founded on the assumption that human perceptions have the potential to shape behavior and guide practices for administrators, teachers, and students. Therefore, teacher perceptions of principal behaviors may have some relationship to how teachers allocate instructional time.

It is anticipated that findings from this study will add to the existing body of knowledge by:

determining the relationships, if any, between principal behaviors and school policies and teacher allocation of time; describing school policies and principal behavior which impact teaching time; identifying priorities of time allocations among various teaching areas.

The previous discussion of the research has reviewed significant conclusions about time and learning in classrooms and in schools. These conclusions will be summarized and included as a basis for the Rationale for the Study.

RATIONALE FOR THE STUDY

This study was conceptualized in the context of findings from studies on time allocation, leadership effectiveness and teacher perceptions which suggested possible links between school factors and teacher time. Research has implied that principal behaviors and school policies are related to teacher allocation of time, (Andrews, 1987; Stallings & Mohlman, 1981). Relationships between school policies, leadership behaviors, and teacher perceptions will be investigated in this study to determine a relationship with teacher allocation of time.

Relationships of Policies

The Stallings "Effective Use of Time" (EUT) training program (Stallings & Mohlman, 1981) identified critical policies which were instrumental in helping teachers successfully implement the EUT program. These policies included: tardiness or misbehavior; interruption classroom time; extracurricular activities; use of the intercom; assemblies and special events; discipline. On the other hand, policies and behaviors which inhibited program implementation included: excessive paperwork; lack of teaching resources; burdensome duties; classroom interruptions; lack of school support for resources and services.

Elementary teachers have broad discretion about what and when instruction takes place in the classroom (Nojan, 1986). Such discretions may be individual or may be related to principal behaviors and school policies. An examination of the relationship between teacher allocation of time and other school factors is an important educational focus. The degree to which teachers perceive policies and actions to be enabling or limiting may have some relationship to teacher decisions about classroom time and instructional practices. Nojan (1986) reasoned that such factors could mold attitudes, guide practices, and ultimately

shape teacher behavior. These teacher perceptions may explain the differences in time allocations.

Relationships of Leadership Behaviors

In addition to school policies, principal behaviors were also identified in the Stallings & Mohlman study (1981) as important to a teacher's effort to change classroom behavior. Principals who were perceived by teachers as well-informed, interested in the instructional program, and involved in frequent monitoring and feedback were labeled "supportive". Findings from this study indicated that supportive principals played an important role in how teachers worked and accomplished instructional tasks. The way teachers felt about how principals guided school policies and supported teacher decisions had an effect on how teachers worked with students, (Stallings & Mohlman, 1981).

Relationships of Teacher Perceptions

Although the cause and effect relationships between principal behavior and teacher actions are only loosely inferred, we know from the works of Stallings (1980), Andrews (1987), Rosenshine (1979), Fisher, Filby, Marliave, Cahen, Dishaw, Moore, & Berliner,

(1978), and Berliner (1982) that teacher perceptions about the support of a principal are influential in determining how that teacher feels about teaching and working with students. These perceptions, therefore, may ultimately influence the manner in which a teacher allocates time for student learning.

Studies have suggested that administrative support is perceived by teachers through school policies and principal behaviors. Such policies and behaviors may communicate messages of support or non-support to classroom teachers. This study will describe teacher perceptions of behaviors and policies which are significantly related to teacher allocation of time. Due to the growing body of research which suggests that teacher perceptions of school environments influence teacher attitude, teacher productivity, and teacher time, the proposed study is a significant and timely focus for current research.

SIGNIFICANCE OF THE STUDY

National reform movements, along with empirical studies of elementary classroom practices, provide impetus for this study. In the face of declining resources and broader expectations for student

outcomes, it is important to learn more about instructional time.

Timeliness of the Study

Today's teachers are pressed to be the panacea for academic, social and emotional needs of all school age children. With these other competing claims for time and attention, teachers must find ways to maximize learning time. Teachers need assistance and cooperation from school policies and administrative actions to help them maximize classroom learning time.

Research confirms, (Denham & Lieberman, 1980; Fisher, Filby, Marlaive, Cahen, Dishaw, Moore, & Berliner, 1978; Rosenshine, 1981; Wang, 1980) that teachers vary greatly in the amount of time allocated to various teaching responsibilities. Knowing more about how time is allocated to teaching has been a significant research agenda in recent years. This agenda is especially significant during this time of educational reform. Now is an appropriate time to investigate relationships between teacher perceptions of principal behaviors and school policies on teacher allocation of school time.

The findings from this study will provide data on how time is allocated by elementary teachers. It will

also provide data on how teachers perceive principal behaviors and school policies. The findings have the potential to bridge time allocation and principal behavior to alter school practices and initiate further school reform.

Potential for Altering School Practices

During the past decade, school policies have been documented as powerful influences on teaching behavior, (Deal, 1987; Sergiovanni, 1980; Purkey & Smith, 1983; Croghan & Lake, 1984). Policies related to attendance, scheduling, teacher duties, school-system responsibilities, and orderly school environments have been found to be significantly related to student achievement and academic learning time, (Dempster, 1987; Karweit, 1983; Denham & Lieberman, 1980; Fisher, et, al., 1978).

In this study, principals will learn more about how their actions can support and empower teachers. Principals will be made aware of those behavior and school policy variables which relate to teacher allocation of time. The study will help to identify ways that principals can increase teacher effectiveness and productivity through monitoring of teacher time

allocations and school policies which relate to time allocation decisions.

School principals will gain new insights into how teachers perceive administrative behaviors. They will be guided in practices for working with teachers to support and capitalize on effective time management strategies. The effects of principal behaviors on teacher practices and school climates may lead principals to reexamine personal actions and professional practices. Findings from such investigation may yield information to promote higher student achievement, increased productivity, reallocation of school resources, and enhanced community support for schools.

This study builds on and extends these important research implications for schools and learning. It is a significant topic for current research.

Throughout this study, a number of recurring terms will be discussed. In order to establish a common understanding of such terms, the following definitions will be used.

DEFINITION OF TERMS

Instructional Leadership

Those leadership behaviors which include principal involvement in student learning, teacher development, community support, and high academic achievement.

Instructional Support

Those principal behaviors which protect learning time from interruption, keep paper work to a minimum and avoid burdensome duties and assignments.

Principal behaviors

Those actions and manifestations of beliefs, style, and philosophy that guide administrative behavior, thought, and policy.

Professional Support

Those principal behaviors which are perceived by teachers to enhance teacher morale, nurture teacher well-being, improve teaching strategies and support professional growth.

Resource Support

Those principal behaviors which supply teaching materials and resources perceived by teachers as necessary to their instructional program.

School Policies

Those school regulations and procedures which guide teacher practices and shape expectations for school climate and student behavior.

Supportive Leadership

Those leadership behaviors which are perceived by teachers to enhance their morale and teaching effectiveness.

THE RESEARCH MODEL

This study will investigate the relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time. The model will combine descriptive and quantitative data for analysis. It will be an Expost Facto design. The study will ask elementary classroom teachers to report how they allocate time for various teaching responsibilities. Teachers will also rate their perceptions of principal behaviors and school policies at the schools where they work.

The "Teacher Allocation of Time Survey", a two part instrument, will be administered to one hundred full-time elementary classroom teachers in a large suburban school district near Portland, Oregon. The survey instrument will be assembled by the researcher from two different sources. Part I will come from a survey on job descriptions administered by the Tucson Education Association, (Shedd, 1985). Part II will be derived from important principal factors identified in the Effective Use of Time study (Stallings and Mohlman, 1981).

The survey will be computer scanned and analyzed using the SPSS-X/PC statistical package. Time allocation items and demographic information from the surveys will be analyzed using descriptive analysis, including mean and standard deviation. Principal behavior and school policy items will be factored into several dimensions of administrative support. The relationship between teacher perceptions of principal behavior and school policies to teacher allocation of time will be analyzed using a multiple regression. The dependent variables will be the six time allocation categories of teaching responsibilities from Part I of the survey.

Potential Contributions from the Study

Conclusions from this study may have implications for numerous audiences. As a result of this study, conclusions may be drawn about the relationship of principal behaviors and school policies to teacher use of time. These conclusions have potential benefit for teachers, principals, school district officials, and School Boards.

Teachers will profit from the findings of this study in a number of ways. First, they will have an increased awareness of time allocations which may

influence student achievement. Second, teachers may be able to make changes in teaching practices (ie: instructional groupings, classroom management techniques and teaching strategies) which can maximize academic learning time for students. Additionally, teachers will be more productive by becoming aware of where time is lost and wasted in various teaching responsibilities.

Principals will also benefit from the study. They will have an improved understanding of how principal behaviors and school policies influence teacher morale and teacher productivity. Principals will become aware of teacher perceptions of administrative behaviors and how such behaviors influence teacher practices. More effective staff development efforts to assist teachers with practices that promote productive use of teaching time may also be realized.

School district administrators and School Boards can profit from the study by understanding the vital importance of resource allocations to student achievement. Community support can be enhanced by greater teacher productivity and higher student achievement.

In the remaining chapters, the organization of the study will be detailed. Chapter II will review the literature on time allocation studies, school effectiveness research and teacher perception studies, particularly as they relate to elementary schools.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

This chapter will review the literature in three areas of study: time allocation in classrooms, principal influences on teachers, and teacher perception effects. These bodies of research will be described to establish a foundation for the research questions of this study. The study will examine teacher allocation of time and investigate if teacher perceptions of principal behaviors and school policies are related to teacher allocation of time. The history of time allocation research will be reviewed as a preface for understanding how time has evolved from a student variable to an important teacher variable in classroom learning.

This review of the literature will explore findings between instructional time and principal effectiveness research which suggest that teacher perceptions about principal behaviors and school

policies influence the way teachers allocate time in schools. Current instructional time issues will also be discussed. Time will be examined as a resource for teachers, a key to student achievement, and a factor for school policies and principal behaviors.

TIME ALLOCATION AND LEARNING

Time, as a resource, has been studied from many perspectives. In almost every decade since the turn of the century, the research community has reminded practitioners that time is a fundamental variable in student learning. Time allocation and student learning have been an issue of particular concern lately as educators seek ways to improve student achievement and maintain public accountability.

Current interest in instructional time usage is linked to an emphasis on educational productivity. Student achievement is now the measure of success or failure for the teaching process. To understand how educators have come to view time as such an important educational variable, it is fundamental to examine historical perspectives of time.

Historical Perspectives on Time

During the late 1970's and early 1980's, research studies have helped to specify educational variables with more precision. Time, as an educational variable, has evolved from an early measure of teacher effectiveness to the current emphasis on time as a teacher variable leading to student achievement. As a result of this shift. Contemporary educational reform draws heavily on findings from instructional time research.

Three distinct phases of time research have been characterized by John Smyth (1980) when he reviewed the research on instructional time:

1. An early era, in which both the problem and the approach were mechanistic and concerned with issues of efficiency and effectiveness;
2. A modern era, that was preoccupied with establishing a correlational association with pupil achievement. The methodology reflected the need to verify data collected through observation;
3. A recent era, where the nexus with achievement had been established, and where efforts were directed at isolating associated teaching and classroom-related variables.

A brief review of the three eras will help explain why time is such an important educational variable to students, teachers, and school administrators.

Early Era

In the early era, numerous classroom studies had pupil attention and teacher effectiveness as their focus. Given the prevailing industrial and business ethos of the 1920's and 1930's and the general concern with efficiency and cost effectiveness, it was not surprising that this emphasis spilled over into education.

French (1924), for example, demonstrated a high correlation between principal ranking of teacher ability and observer judgement of group attention. Morrison (1926) obtained class "attention scores" by scanning classes row by row each minute and noting inattentive students (according to eye movements and body position) on a score card. Studies which grew from the work of Morrison (1926) and French (1924) declared that teachers were delinquent if they did not have 100% class involvement throughout the lesson.

While these early studies had numerous weaknesses (unrealistic expectations that all students should attend all of the time, class scores that aggregated data and hid individual behaviors, and expectations for pupil involvement that were not differentiated between content areas), they accumulated a knowledge base for

instructional time. In the forties, another era of time research evolved.

Modern Era

In this era, time studies moved into a new phase which focused on student involvement. The modern era, as Smyth (1980) described it, centered on a time when pupil attention was generally ignored as a research topic.

Benjamin Bloom (1953) began the movement with a new approach to academic learning time. He was interested in the mental activity of students engaged in academic pursuits. Bloom (1953) examined how students learned by investigating the degree of student involvement in the learning process. He concluded that student engagement, quality of instruction, and rate of learning were the key variables to student success in learning.

Edminston and Rhoades (1959) studied standardized tests of high school students. Their work ascertained a positive correlation between time-on-task and standardized test scores. Likewise, in 1974, Stallings and Kaskowitz found a high positive correlation between time-on-task and mathematics achievement in low-achieving third graders. Research

was establishing connections between student involvement and student learning.

By the end of this era, research substantiated the observational approach and found connections between student attention and achievement.

In recent years, research on instructional time has followed a more sophisticated model which correlates student achievement with time devoted to learning.

Recent Era

Credit for rekindling interest in the empirical research on instructional time and time-on-task studies can be traced to the Model of School Learning advanced by John Carroll (1963) and to the empirical work of researchers at the Far West Laboratory for Educational Research and Development with their "Beginning Teacher Evaluation Study", (Fisher, Filby, Marliave, Cahen, Dishaw, Moore & Berliner, 1978). Both research efforts accounted for important advancements in education, relating student achievement to instructional learning time.

Carroll's Model of School Learning is frequently referred to as the "grandfather" study which recognized the importance of time as a resource for learning. In

1963, he conceived his model of school learning by studying students and teachers who were acquiring new language. Carroll (1963) noted that students learned at different rates. His simple formula between the variables of time and learning suggested a direct relationship between the time needed and the time spent to learn. The degree of learning was a direct function between the amount of time needed to learn and the amount of time spent to learn, (Figure 1).

$$\text{DEGREE OF LEARNING} = f \frac{\text{time actually spent}}{\text{time needed}}$$

Figure 1. Carroll's Model of School Learning. Source: Carroll, 1963, Teachers College Record, p.723.

Carroll's focus on time to understand differences in learning outcomes generated further classroom research looking for other influencing variables. Academic learning time became an important variable for teachers and school administrators. Uninterrupted learning time, time-on-task efforts, and programs promoting effective use of time were emerging as critical factors in student achievement. Teachers were learning about ways to maximize instruction time and improve student achievement.

The emergence of time studies (Karweit, 1984; Denham & Lieberman, 1980; Rosenshine, 1982) which focused on time allocation disparities among individual teachers and different classrooms have caused researchers to investigate why such differences exist. This study will respond to those disparities by investigating principal behaviors and school policies which may be related to teacher time allocations. To understand differences among the various viewpoints on time, a review of the studies on teacher allocation of time will follow.

STUDIES OF TEACHER ALLOCATION OF TIME

Contemporary educational research, concerned with time-based variables, has provided continuing evidence about the importance of time in learning and instruction. Time is the constant variable which influences the achievement of students, the instructional practices of teachers, and the learning environment of schools. "It is the central and irreducible ingredient among the alterable factors that increases learning over which teachers still have the greatest control", (Berliner, 1982, p. 15).

Over the last ten years, research on instructional time has yielded important policy implications for education. Research findings reflect wide variations in how teachers use and allocate time.

In the late seventies, the Beginning Teacher Evaluation Study, (Fisher, et al., 1978) emerged as a classic piece of research for elementary practioners on how teachers use time. This study, like many to follow, had its roots in Carroll's "Model of School Learning". It revealed a number of findings about time that prompted educators to look closely at classroom practices and school policies which appeared to impact time variables in school. While observing fifth grade teachers during the study, it was noticed that one teacher found 68 minutes a day for instruction in reading and language arts, while another teacher allocated 137 minutes a day. At second grade, one teacher allocated 47 minutes a day for reading and language arts, while another teacher managed to find 118 minutes a day, or 2.5 times more time per day to teach reading and language arts. In mathematics, the same variability was shown. This study reinforced previous findings that teacher decisions about time varied considerably from classroom to classroom.

In spite of the BTES findings (Fisher, et. al., 1978), teachers continue to waste large amounts of time

on transitions; subject matter is still taught in discreet units; interruptions to classrooms and daily schedules prevail at most schools; classroom management continues to consume large quantities of time; and school principals remain naive about the powerful influence they exert on teachers and students, (Hosford, 1984). Therefore, it is timely and appropriate that teachers and administrators investigate variables which might account for differences in time among classrooms and teachers.

In order to isolate variables which might account for time allocation differences between teachers, Karweit (1988) devised a "disaggregated time profile", (figure 2) to help principals see where learning time goes. Her analysis of disaggregated learning time revealed that active learning time lies at the end of a long series of decisions and actions by many organizations and people.

Disaggregation of Active Learning Time Into Parts and Causes

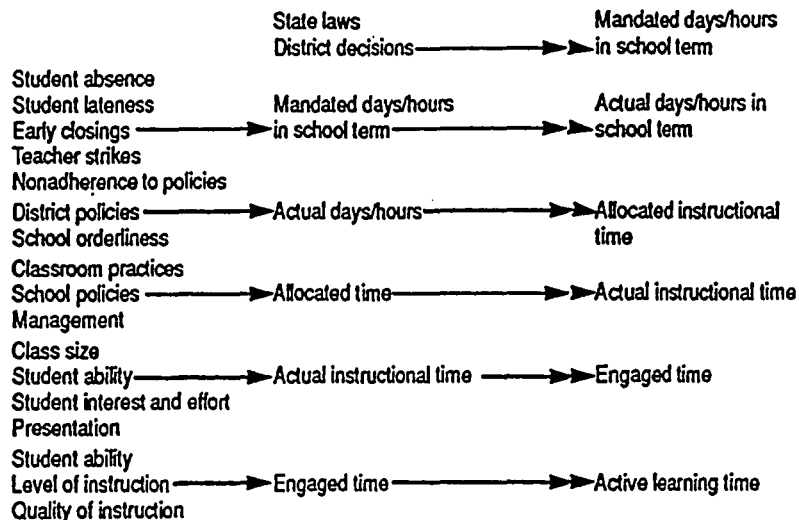


Figure 2. Disaggregation of active learning time into parts and causes.
Source: Karweit, 1988, p.34.

After analyzing data from thousands of classrooms, Karweit (1988) concluded that schools have different patterns of time usage due to these factors: individual teacher differences, classroom composition of students, principal influences, and individual school policies. She found that school policies and classroom practices had a profound influence on how teachers used time in schools.

This study will investigate teacher allocation of time and teacher perceptions of principal behavior and school policies to probe for relationships between the two as suggested by Karweit's findings.

Teaching Responsibilities Impact Time

Professional responsibilities and teaching duties are another major influence on how teachers use time. Relationships between school policies and professional expectations to time allocations are becoming more apparent as teachers struggle to remain abreast of new knowledge and school district expectations, (Borg, 1980; Buchmann & Schmidt, 1981). In addition to instructional practices, extra teaching responsibilities and planning assignments are elements which impact instructional time.

A study of teachers in Tucson, Arizona, (Shedd, 1985) examined teaching responsibilities and investigated the amount of time which teachers spent in routine teaching responsibilities. These teaching responsibilities were directly related to the amount of time teachers allocated to classroom instruction.

The Tucson study conducted by Organizational Analysis and Practice, Inc., (Shedd, 1985), asked teachers to rate the amount of time devoted to various responsibilities associated with their teaching assignments. This study was an attempt to describe the complexities of teaching and to compare the teaching profession with other major professions.

According to the study's findings, Tucson teachers assumed many different roles as teachers. They served as instructors, counselors, classroom managers, and were individually responsible for performing most of the planning, acting and evaluating associated with each of those roles. Teachers were also responsible for performing a variety of different tasks associated with the school's daily management.

Given severe time constraints imposed by most school schedules and the on-going responsibility for managing diverse groups of students, teachers in the study said they rarely had the luxury of "taking off one hat before putting on another". "We have to find ways to simultaneously address the needs and problems of individual students while we instruct and manage the whole class or small groups of students. All of these responsibilities take valuable time from teaching," (Shedd, 1985, p. 64).

Unlike secondary classrooms, elementary classes are subject to unique time organizers due to the traditional structure of elementary curriculum and schools, (Barr, 1988; Fisher & Berliner, 1985; Erickson, 1986). Teachers at this level exercise a series of personal decisions on a daily basis about what to teach, when, and for how long. Most elementary teachers are unaware of how they actually spend the

school day. This study will extend the findings of the Tucson study with an additional sample of elementary teachers and will probe for relationships between teacher perceptions of principal behaviors and school policies and teacher allocation of time.

Time Organizers in Elementary Classrooms

Observations and studies of elementary classrooms have suggested that time allocated by most elementary teachers is according to individual preference, (Brown & Saks, 1987; Frederick & Walberg, 1980; Good & Grouws, 1979). This lack of uniform schedule accounts for many variations in how time is allocated for learning. In many elementary classrooms, subject matter time allocation is the basic organizer of the entire instructional program, (Kurth, 1987; Brophy, 1979).

Since elementary schools are generally not departmentalized or specialized by subject matter, time allotments for different subjects are informal, giving elementary teachers considerable discretion, (Harnischfeger & Wiley, 1976). The amount of time devoted to particular subjects varies significantly among teachers depending on personal subject area bias, school curriculum guidelines, principal influences, and building organizational practices. "The majority of

America's elementary classrooms are loosely organized around a teacher's organizational preference, which is in turn molded by school policies and leadership practices", (Berliner, 1982, p. 106).

Time spent on passing out papers, giving directions a number of times, moving students from class to class, taking attendance, and monitoring students with handicaps is time-consuming and detracts from the learning time of most students, (Stallings, 1986; Arlin, 1979). In spite of these obstacles, Berliner suggests, "Without changing classes into authoritarian factories of learning, many teachers can improve their effectiveness by attending to management variables and reorganizing classroom practices to maximize teaching and learning time," (1982, p. 52).

In addition to classroom practices which impact time allocations, recent changes in federal laws have increased time demands for elementary teachers by returning of many children with special needs to the regular classroom. This, too, has caused time management problems of enormous magnitude, (Walberg, 1988). Teachers are now faced with greater multi-level planning and instruction to accomodate the needs of students with diverse aptitudes and needs.

Individual teacher preferences also play a role in how teachers allocate time in school. Personal biases

influence time allocations and instructional practices. Studies have documented that pupils receive significantly differing amounts of instruction depending on the classroom to which they have been assigned, (Harnischfeger and Wiley 1978). Since elementary teachers typically instruct in all content areas, it can be extremely critical if a teacher exercises a personal option not to emphasize or teach a particular subject areas. In addition to personal favorites, the ordering of activities within subject matter instruction is another consideration in elementary classrooms, (Rosenshine, 1979). Teachers who leave their least favorite subject to the end of the day, communicate a message to students about the importance of that subject area. Likewise, lack of teacher enthusiasm and motivation may mean that time allocations for some students are inadequate and unjustified, (Barr, 1988; Cobb, 1972).

Therefore, the principal plays an important role in helping teachers to recognize imbalances in time allocations. School policies and principal actions which give support for frequent classroom monitoring and continuous teacher feedback have the potential to impact classroom time allocations and change teacher practices. The critical importance of the principal in

teacher behavior and instructional practices should never be diminished, (Hord, 1987).

Elementary classrooms, where one teacher is primarily responsible for all content areas, is a particularly demanding environment, (Rosenshine, 1980; Lieberman, 1987). These teachers need the undivided attention and support of school policies and principal leadership to help them meet the demanding expectations of parents and school boards, (Thomas, 1977).

Teacher preferences, classroom management skills and subject matter biases are important factors to time allocations for most elementary students, (Harnischfeger, 1980). Research which examines the relationships between time organizers and time allocations is an important focus for principals and teachers.

The next section of literature will review the research on the powerful and pervasive effect of the principal on teacher behavior and student learning.

PRINCIPAL INFLUENCES ON TEACHERS

Research has demonstrated that school policies and leadership practices affect teacher time, (Deal, 1987; Squires, Huitt & Segars, 1983; Stallings & Mohlman, 1981; Karweit, 1988; MacPhail & Wilson, 1983).

Teachers who must contend with excessive administrative paperwork, numerous pull-out programs, classroom behavior disruptions, and frequent classroom interruptions, do not allocate the same minutes to academic learning time as others who are not faced with such interferences, (Barr & Dreeban, 1985).

Teacher Decisions About Time

Controlling time is a major management problem in education, (Frederick & Walberg, 1980). While elementary teachers regularly act as curriculum, content, and scheduling decision-makers, they are rarely informed about their performance in these areas, (Muir, 1980). Research confirms the important effect of a teacher's casual decision about time on academic performance, (Rosenshine, 1978).

Responsibility in content decision-making and time allocation requires that teachers examine their own conduct and classroom practices, (Wang, 1979; Wang & Kaufman & Lesgold, 1982). Principals must also monitor the instructional program on a regular basis. Teachers need school policies that support the appropriate use of classroom time, (Wiley, 1973).

Teacher Perceptions of Principal Norms

Individual teacher perceptions of what a principal deems important within school norms is an important variable in determining how teachers allocate time, (Glasser, 1977). Teachers work within school conventions. When teachers perceive that principals do not care about student achievement, teacher performance reflects that lack of administrative support. On the other hand, teachers who work in schools where teachers and principals collaborate and share in the responsibility to instruct all students are more likely to value student achievement, set high expectations for performance, monitor student learning, and use classroom time productively, (Deal, 1987).

Principals through their own behaviors and actions provide a model for the norms they support. They fortify or weaken norms by the way they sanction teachers, (Little, 1981). Principals also act as a buffer to protect teachers who are accomplishing what they want them to be doing. Those principals who manage effective schools are attentive to the impact their policies have on teacher responsibilities and teaching time, (Brookover & Lezotte, 1979).

Many educational leaders maintain that time is simply a function of the teacher's ability to organize

within the classroom. However, research supports increasing evidence that other school district factors, public laws, principal behaviors and school policies play a critical role in determining what happens in schools, (Berliner, 1982; Rosenshine, 1982).

Principal Behaviors and School Policies Influence Teachers

In the last decade, Brookover & Lezotte (1979), Duke (1982), and Purkey & Smith (1983) have conducted empirical and ethnographic studies which have generated a number of similar findings. Principals who demonstrate a high degree of instructional leadership share similar behaviors and characteristics: they monitor student progress frequently; they represent learning as the most important reason for being in school; they promote the belief that all students can learn; and they protect learning time from interruption.

In major studies on school effectiveness and principal leadership (Andrews, 1987; Brookover & Lezotte, 1979; Crogham & Lake, 1984; Deal, 1987; Duke, 1982; Edmonds, 1981; Hord, 1987), principals were found to be critical forces in shaping school policies and teacher morale. School leaders facilitated learning

environments conducive to the efficient and productive use of school time, including teacher decisions about classroom time.

We know from previous studies (Berliner, 1982; Kurth & Kurth, 1987; Fisher, et al., 1980) that the final arbiter of what is taught in the classroom is the teacher. However, the principal has an important role in teacher decisions about time by providing feedback and direction to teachers about what they do and what they should do in school, (Little, 1981). Such feedback is crucial to the manner in which teachers distribute learning time, (Lieberman, 1988).

Teacher's decisions about instructional time are constrained and influenced by school policies and administrative behaviors. Constraints are frequently a result of preceeding decisions, many of which have already been made for the teacher, (Karweit, 1988). On this account, the principal is the primary influence on how time is allocated at the building level.

During the last ten years a number of studies were conducted which substantiate the importance of the principal in teachers allocation of classroom time. These studies suggest possible relationships between teacher allocation of time and teacher perception of principal behaviors.

Teacher Perceptions of Principal Influence on Teacher Time

Evidence of the importance of the school principal on how teachers allocate time was outlined in a study conducted by Pfeifer (1986) of eighty-five classroom teachers in five San Francisco school districts. This study found a series of administrative and organizational factors that supported or detracted from teacher effectiveness. Through teacher perceptions, Pfeifer (1986) outlined principal behaviors which influenced classroom and teacher morale. Principals who were viewed by teachers as effective tended to the everyday realities of organizational life in schools. They minimized interruptions and excessive paperwork, insured the availability of adequate instructional materials; provided appropriate training to staff, and fostered supportive relationships among school constituents.

Throughout the Pfeifer study, teachers viewed the principal's role as one of enabling effective instruction through supportive decisions which respected classroom time for learning, (Pfeifer, 1986). These teachers stated that the practices and policies of principals were prime influences on how they allocated and utilized time in school.

In another study, parallel findings were recorded. Teacher perceptions about principal support were noted in the Effective Use of Time implementation study (Stallings & Mohlman, 1981). According to this study, in schools where teachers perceived the principal to be supportive, more teachers implemented the training program. The degree of principal support was positively correlated with the success of program implementation.

Links between school policy, leadership style, attitudes, and principal behaviors were observed throughout the study, (Figure 3). Principal interviews, student and teacher questionnaires, and school and classroom observations confirmed linkages, labeled as Coexisting School Factors, (Stallings & Mohlman, 1981).

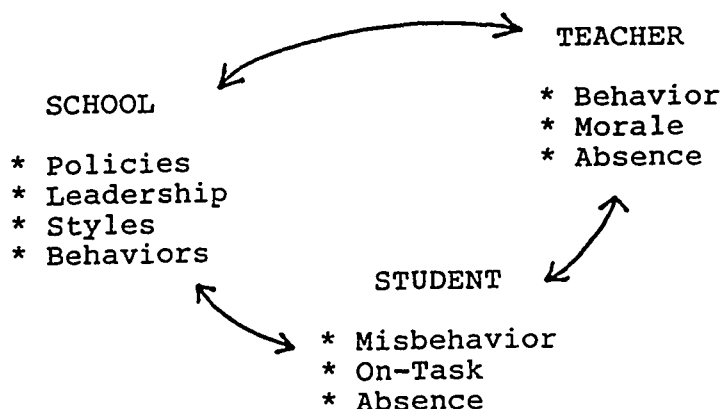


Figure 3. Coexisting School Factors.

Source: Stallings & Mohlman, 1981, p. 2.

Principals who were identified as supportive by teachers went out of their way to help teachers; were constructive in their criticism; were able to explain reasons for suggesting change in behavior; shared new ideas; set good examples by being on time and staying late; were well-prepared to speak and represent the school; and demonstrated concern for the personal welfare of teachers.

In the Stallings & Mohlman (1981) study, findings suggest that teacher perceptions of school policies and principal behaviors guide classroom practices and decisions about the effective use of time. Teacher perceptions formed the basis for teacher behaviors.

TEACHER PERCEPTION STUDIES

Andrews (1987) focused on teacher perceptions of principal behaviors in his triangulation study of high profile schools and their administrators. He cited school principals as the most "powerful and pervasive influence" on the climate of any school. Andrews' study measured principal influence according to teacher perceptions using self-reporting instruments, interviews, and focus groups.

In the past, many researchers have not trusted perceptions as a measure of what is: Andrews (1987) argues that the only reality is perceived reality. He asserts that to obtain a true picture of how a principal affects a school, it is necessary to collect data from clients (ie: parents, teachers, other colleagues). The combined perceptions from these various perspectives can give the researcher a lens to view the school climate and identify those principal behaviors which impact teacher practices and student learning. Such perceptions, Andrews believes, guide behavior and shape morale. "When teachers have a positive perception of the quality of their workplace and the support of the principal, they are more

productive, more efficient, and feel better about the job they are able to do for students", (Andrews, 1987, p. 18).

Thus, one's perception of his surrounding provides a powerful influence to how he reacts and views his environment. "Since principals are in the best position to influence teacher perceptions about their workplace, the principal must be an important variable in how students and teachers feel about school and ultimately about learning," (Andrews, 1987, p. 16).

A similar study attempted to identify behaviors of effective principals from teacher perceptions was carried out by the Florida Council on Educational Management (FCEM), (Lake, 1984). The council was established by legislation to identify "high performing" principals, validate "high performing" behaviors, and use such behaviors as a basis for training, development, selection, certification, and compensation of principals.

After developing an extensive research base, Lake (1984) found that "high performing" principals fostered supportive relationships throughout the school by setting plans and programs to accomplish goals; scheduling activities to use resources for accomplishing goals; and focusing on time, deadlines, flow of activities or resources to get the job done.

These principals, whom teachers perceived to be effective, rewarded and encouraged teachers by providing time, materials, and assistance; juggled schedules to permit teachers to work together; covered classes so that teachers could observe each other, plan together, or participate in training; offered informal and frequent pats on the back; praised teacher's accomplishments to others; and learned enough about what teachers were attempting to do in the classroom to serve as a fair, knowledgeable evaluators. Such principal behaviors were perceived by teachers as supportive and enabling.

Summary of Perception Studies

These preceeding studies are the only two studies which look at principal behavior and school policy based upon teacher perceptions. Both studies suggest possible relationships between teacher perceptions of school policies and principal behaviors and teacher allocation of time. This study will probe those relationships.

Findings from both of these studies indicate that principals who are perceived as supportive are able to motivate teachers. Teacher perceptions guide teacher

behaviors. Such perceptions are generally based on school policies and principal behaviors.

The findings from teacher perception studies have provided researchers with another link between teacher practices and principal actions. These findings, in conjunction with the research on time allocation and principal influences, may account for the differences in time allocations documented in various research studies between classrooms and teachers. Teacher perceptions of principal support may be related to teacher allocation of class time as proposed by this research study.

SUMMARY OF THE LITERATURE REVIEW

The findings from studies of time allocation, principal influences and teacher perceptions have concluded that: principals have significant impact on teacher actions and decisions; school policies influence teacher time; principal behaviors and school policies influence teacher morale and behavior.

The school principal has frequently been cited as the "prime mover" in maintaining school effectiveness (Hord & Duttweiler, 1987; Huff, Lake, & Schaalman, 1982). Several studies have suggested that principals have a powerful effect on how teachers use time, (Stallings & Mohlman, 1981; Andrews, 1987; U.S. Department of Education, 1986). Principals maintain a profound influence on school climate and instructional programs through supportive leadership behaviors and clearly articulated school policies, (Edmonds, 1981; Duke, 1982; Brookover & Lezotte, 1979).

School policies which reflect respect for uninterrupted learning time are vital to time management strategies which provide maximum opportunities for all students to learn, (Stallings &

organization also impact teacher time through laws, regulations, mandates and adopted goals. Decisions at all levels are made which represent conflicts over competing claims for time. Yet, ultimately it is the classroom teacher who is held responsible for allocation of time to student learning, (MacPhail & Wilson, 1983). Therefore, it is critical that principals provide teachers with supportive behaviors and school policies that maximize instructional time for student learning, (Berliner, 1986).

School policies which reflect respect for uninterrupted learning time are vital to time management strategies which provide maximum opportunities for all students to learn, (Stallings & Mohlman, 1981). The unique role of the principal in monitoring, promoting, and empowering teachers to use time effectively is paramount to how time is allocated for instructional purposes.

Consequently, this study proposes to examine teacher allocation of time. It also proposes to investigate teacher perceptions of principal behaviors and school policies and look for relationships, if any, between teacher perceptions of principal behaviors and school policies and teacher allocation of time. The study will suggest principal support as an indicator of principal behaviors and school policies. Statistical

comparisons will be generated between principal support and teacher time allocations to determine if relationships exist between principal support and teacher time allocations.

The next chapter will explain the research design, methodology, sampling procedures, and analysis techniques used to answer the research questions.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

The purpose of this study is to examine teacher allocation of time and to investigate the relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time.

To examine these relationships, the research design will include procedures of both descriptive and statistical analysis which respond to the following research questions: 1) How do teachers allocate time to various teaching responsibilities? 2) What perception do teachers have of principal behaviors and school policies at their school? 3) Is there a relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time?

The third research question has been stated in null hypothesis form for the study:

There is no relationship between teacher perception of principal behaviors and school policies and teacher allocation of time.

The remainder of this chapter will discuss the research design and methods for the study. Sampling procedures and considerations, limitations of the study, data gathering procedures, the research instrument, validity and reliability procedures, and the research hypotheses and analysis will be discussed. Specific statistical procedures will be discussed and reviewed as they relate to each research question.

SAMPLING PROCEDURES AND CONSIDERATIONS

Data will be collected using a two-part questionnaire administered to full-time elementary classroom teachers. Teachers will be asked to report about how they allocate time to thirty-six teaching responsibilities. In addition, each teacher will rate personal perceptions of principal behaviors and school policies at their school.

The sample for this research study will consist of full-time elementary classroom teachers (n=100) from

moderate size elementary schools. The convenience sample will be randomly drawn from all full-time classroom teachers (N=256) in fourteen of twenty-six schools in a large suburban school district near Portland, Oregon.

The sample for this study will be controlled by several variables: full-time teaching status, teaching assignment, and school size. The rationale for such controls will follow.

Teaching Status

First, the convenience sample will be limited to full-time teachers. Research has shown that part-time teachers have time considerations which are unique to their part-time employment, (Little, 1981; Berliner, 1982). For instance, if a part-time teacher worked only in the morning, she would not participate in faculty meetings and other committee work typically are scheduled outside student contact time when part time teachers are not under contract. Likewise, part-time teachers teach only part of the curriculum, evaluate a portion of the student work, assess a portion of student performance, and perform a portion of the school-related duties. Due to limited time in the school, part-time teachers do not network closely with

other members of the staff, affording them fewer opportunities to work with other teaching colleagues in school and district-related responsibilities, (Harnischfeger, 1983).

Teaching Assignment

Second, specialists (ie: Physical Education teachers, Music specialists, Learning Disabilities teachers, Chapter I teachers, Library Media Specialists), will be excluded from the sample because they do not have a distinct group of students they are responsible for each day. Moreover, the planning issues faced by elementary classroom teachers, who plan for numerous content areas, is considerably different from a specialist who limits preparation to one content area. Specialists, unlike classroom teachers, do not have responsibility for progress reports, parent conferences, curriculum presentations, new curriculum implementations, and major student discipline issues.

School Size

Third, school size will be controlled in the study. Each school's student population will range from 325 to 550 students. Research indicates that teaching responsibilities in small schools (schools

with less than 325 students) and large schools (over 550 students) vary considerably from those in moderate size schools, (Nojan & Wang, 1987; Edmonds, 1981).

Small schools, with fewer teachers and less aide time, have teachers who assume more responsibilities in order to meet school objectives and cover duties, (Brookover & Lezotte, 1979). Fewer teachers distribute the workload. In reality, small schools have the same teaching and management responsibilities as large schools, yet the resources allocated to them are considerably less because allocation formulas are generally based on student enrollments and average daily attendance.

Large schools, on the other hand, have assistant principals, child development specialists, and a cadre of aides who assist with day-to-day routines. Teachers in large schools generally have access to more clerical assistance, help with extreme discipline problems, and fewer committee assignments. More teachers are available to distribute routine responsibilities and assignments.

LIMITATIONS

The limitations of this study which is designed to investigate the relationship between teacher

perceptions of principal behaviors and school policies and teacher allocation of time will include: (1) geographic location of the population (2) school size and (3) teacher self-reporting of perceptions. A brief description of each limitation follows.

Geographic Location

The study will include elementary, classroom teachers from a single, large suburban school district. No subjects from other districts will be involved. It is not known whether or not perceptions and time allocations of these sample teachers cause them to be unlike teachers in similar settings in other school districts.

School Size

The size of the school will be limited in this study to student populations of 325 to 550. It is not known if the perceptions and time allocations of teachers in these buildings will be comparable to teachers in schools of other size ranges.

Teacher Perceptions

Since the research questionnaire will rely on teachers to self-report their personal allocations of time as well as their perceptions about principal behaviors and school policies, it is unclear if those perceptions are accurate or consistent with other teachers who report. Teacher perceptions may vary according to personal attitudes, professional responsibilities, rapport with the principal, and general level of satisfaction with the professional role and sense of accomplishment.

DATA GATHERING PROCEDURES

Permission to conduct this study was granted on February 28, 1988, by the Director of Planning and Evaluation of a large suburban school district near Portland, Oregon.

The convenience sample of full-time classroom teachers (n=100) was randomly drawn from an alphabetical list of full-time classroom teachers (N=256) in fourteen of twenty-six moderate-size elementary schools. The teacher population list was obtained from the school district's personnel office on April 10, 1988.

The research questionnaire (Appendix C), along with a cover letter (Appendix E) and directions for completing the research survey (Appendix D), were mailed via interschool mail on April 25, 1988, to 100 full-time classroom teachers. Sample teachers were given one week to respond to the questionnaire and return it to the researcher via inter-school mail. Teachers who had questions about the survey were instructed to call the researcher.

Prior to mailing surveys to the sample teachers, the researcher met with principals from the fourteen participating schools to explain the purpose of the study, (Appendix A). A list of teachers in the sample (Appendix B) was distributed to each principal so they would be aware of those teachers who were participating in the research study. The researcher felt that letting the principals know who would be involved in the study and what questions they would be asked would help reduce anxiety and thereby increase the rate of return. The support of the school principals, along with the verbal endorsement of the Director of Elementary Education and the Director of Planning and Evaluation greatly assisted the rate of return.

Trial Test

A pilot study to test the questionnaire and directions (Appendix H) was conducted. Fifteen classroom teachers, not a part of the survey sample, were given a copy of the questionnaire, a computer scan sheet, and a set of directions for completing and returning the materials. As a result of this trial run, directions for completing the scan sheet were edited and revised.

RESEARCH INSTRUMENT

The questionnaire was assembled and administered by the researcher from two different sources. The first section of the questionnaire (questions 1 through 8) was prepared by the researcher to obtain demographic information from teachers about themselves and their principals.

Part I of Questionnaire

Permission to use the Tucson, Arizona, "Teacher Job Description Survey", (Shedd, 1985) was obtained from the Organizational Analysis & Practice Corporation who provided copies of their reports and exhibits to

this researcher in January, 1988. Part I of the research instrument (questions 9 to 45) was adapted from Shedd's Tucson survey (1985) which listed thirty-six teaching responsibilities commonly associated with classroom teaching. The Tucson study was based on lengthy research about what teaching responsibilities teachers had and how those responsibilities were comparable to professional duties and expectations in other fields. The Tucson survey was comprehensive and validated in Shedd's final report to the Tucson Education Association entitled, "From the Front of the Classroom", (OAP, 1985).

In Part I of the questionnaire, sample teachers were questioned about the frequency of various teaching responsibilities: (a) hourly, (b) daily, (c) weekly, (d) monthly, or (e) never. Teaching responsibilities were clustered according to the Shedd (1985) survey into six time allocation areas: Instruction; Instructional Planning; Classroom Management; Diagnosis and Counseling; School System Responsibilities; Clerical and Administrative.

Part II of Questionnaire

Part II of the research questionnaire represented a compilation of principal behaviors and school policy

statements taken from the findings of the Stallings and Mohlman (1981) study entitled "School Policy, Leadership Style, Teacher Change and Student Behavior in Eight Schools" published in September, 1981, under a grant from the National Institution of Education, (NIE-G-80-0010).

Principal behavior statements reflected two subscales of leadership behavior, "supportive" and "directive", as described in the literature by Stallings and Mohlman, (1981). In addition, as a result of the Stallings and Mohlman (1981) findings, a set of statements labeled "hindrances" were included in Part II of the survey. The findings from Stallings and Mohlman (1981) indicated that some teachers failed to adopt change because principals developed policies and behaviors that hindered teacher productivity. Additional studies, (Brookover, 1979; Lezotte, 1979), also highlighted "hindering" school factors and principal behaviors that correlate negatively with teacher morale and teacher effectiveness in adopting change.

The "supportive", "directive", and "hindrance" behavior statements were randomly ordered throughout Part II of the questionnaire (questions 46-74). Teachers responded to each statement based on their perception of the school and the principal where they

were currently working according to the following scale: (a) always, (b) almost always, (c) sometimes, (d) almost never, (e) never.

The Research Questionnaire

The research questionnaire, "Teacher Allocation of Time Survey, Beaverton School District, 1988" (Appendix C) combined the demographic information, time allocation of teaching responsibility items (Part I) and teacher perception of principal behavior items (Part II) on one survey form. A total of seventy-four questions were included in the questionnaire.

In an effort to have the questionnaire appear shorter, it was printed in booklet format. Directions and scale information were printed at the top of each page.

VALIDITY OF THE INSTRUMENT

The following steps were taken to determine the validity of the instrument:

- 1) The instrument utilizes the findings and research as presented in the review of the literature in Chapter II of this dissertation.

2) The instrument uses the conclusions and results of previously conducted studies. The findings of these earlier studies have not been disputed and have been reported as printed information and as presentations' at professional conferences.

3) The variables from Part II of the questionnaire were factored using the advanced module of SPSS-X/PC.

4) The instrument was reviewed, examined, and approved by university and school district experts.

RELIABILITY OF THE INSTRUMENT

1) In order to establish the internal and temporal consistency of the survey instrument, the Teacher Allocation of Time Survey was given during the first week in May, 1988, to fifteen teachers who had previously completed the instrument in April (Appendix G). This follow-up sample was drawn using a stratified random technique from the study sample of teachers who represented separate schools and different grade levels. A test retest reliability coefficient was calculated for the time allocation and principal behavior scales by correlating the two scores.

2) A Cronbach Alpha procedure was utilized to determine internal consistency and reliability for Part I and Part II of the survey. The overall reliability

for the school policies and principal behaviors (Part II) was calculated.

STATISTICAL DESIGN AND HYPOTHESIS

The purpose of this research study was to examine teacher allocation of time and to investigate the relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time. The three research questions and analysis will be reviewed in the following section.

Research Question #1

How do teachers allocate time to teaching responsibilities?

This question examined the frequency of time allocations to each teaching responsibility area: Instruction, Instructional Planning, Classroom Management, Diagnosis & Counseling, School System Responsibilities, Clerical & Administrative.

Analysis

Using a count and group compute procedure, a mean score was established for each area of teaching responsibility. The mean and standard deviation for each area of teaching responsibility was computed. Each teaching area was examined through a mean comparison to establish a time allocation score for each area of teaching responsibility.

Teaching responsibility categories were analyzed to determine whether variables in the six teaching areas cluster with the categories previously established in the Shedd study (OAP, 1985). A Cronbach Alpha procedure was applied to the six teaching areas, collectively and individually.

Research Question #2

What perceptions do teachers have of principal behaviors and school policies at their schools?

This question searches teacher perceptions about principal support which is associated with principal behavior and school policy.

Analysis

Each variable of principal behaviors and school policies was analyzed using a mean and standard deviation comparison. Behavior variables were factored according to loading weights. The factor categories were analyzed against previous research to determine if the previous labels were appropriate and validated. Perceptions of behaviors and policies among the various respondents were analyzed and interpreted through descriptive procedures.

Research Question #3

Is there a relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time?

Statistical Hypothesis

1. There is no relationship between teacher perceptions of principal behavior factors and teacher allocation of time.

Analysis

Utilizing the data and results from Research Question #1, time allocation scores for each area of teaching responsibility were established. The results of the factor analysis of principal behaviors and school policies from Research Question #2 were utilized to compare teacher perceptions of principal behaviors and school policies to teacher allocation of time.

Using the principal behavior categories determined by the factor analysis as the independent variable, a multiple regression was run between each principal behavior factor and the six areas of teaching responsibility. The differences in how teachers allocate time were predicted by teacher perceptions of principal behavior and school policy variables through the multiple regression scores.

The demographic variables were analyzed to provide a description of the sample. The variables were examined for relationships with teacher allocation of time and teacher perceptions of principal behaviors and school policies.

Significant findings from these procedures will be discussed in Chapter IV.

CHAPTER IV

PRESENTATION OF THE DATA

INTRODUCTION

The purpose of this study was to examine teacher allocation of time and investigate teacher perceptions of principal behaviors and school policies in order to study the relationship between teacher perceptions of principal behaviors and teacher allocation of time.

To address the research questions, teacher allocation of time in six areas of teaching responsibility were examined and reviewed and teacher perceptions of principal behaviors and school policies were analyzed. The relationships between teacher perceptions of principal behaviors and school policies and time allocations, as suggested by the previous studies and this research review, were examined.

RESPONSES AND RESPONDENT INFORMATION

Of the one hundred full-time classroom teachers surveyed, ninety-nine questionnaires were returned by May 10, 1988. One survey was returned with only Part I of the survey completed so it was not included in the data set. One packet was returned unopened and one questionnaire was not returned at all. Thus, ninety-seven surveys, or 97% of the cases were used for data compilation and statistical analysis.

Description of the Sample

Table I represents the frequency demographics of the survey sample. Sixty-three percent of the respondents represented primary grades (K-3). No teachers reported having a doctorate, yet 38% said they had attained a Masters degree. In both the teacher and principal categories, females were predominant. Female teachers accounted for 85% of the sample respondents. Female principals amounted to 54% percent of the sample responses.

Experience varied considerably between principal and teacher groups. Seventy-three percent of the sample teachers were veterans, with at least nine years of experience. Principals were less experienced than teachers; 53% had less than nine years experience.

TABLE I

PERCENTAGE FREQUENCY DISTRIBUTION OF DEMOGRAPHIC VARIABLES
OF ELEMENTARY TEACHERS AND THEIR PRINCIPALS

Variable	Category	Frequency	% Frequency of all classroom teachers (N=97)
Grade level taught	K	10	10.4%
	1-3	50	52.1%
	4-6	36	37.5%
		1 missing	
Highest degree Earned	Bachelors	59	60.8%
	Masters	38	39.2%
	Doctorate	0	0.0
Total years of full-time teaching	3 or less	9	9.3%
	4-9	18	18.6%
	10-19	48	49.5%
	20 or more	22	22.7%
Teacher Gender	M	15	15.5%
	F	82	84.5%
Principal Gender	M	44	45.4%
	F	52	53.6%
		1 missing	0.0
Years of experience as school principal	3 or less	35	36.5%
	4-9	16	16.7%
	10-19	31	32.3%
	20 or more	14	14.6%
		1 missing	0.0
Years in same building as principal	1 or less	17	17.5%
	2-4	60	61.9%
	5-7	19	19.6%
	over 8	1	1.0%
Number of students in current class	15 or less	0	0.0
	16-20	6	6.2%
	21-25	47	48.5%
	26-30	33	34.0%
	over 30	11	11.3%

Seventy-nine percent of them had been in their current assignments less than five years.

Class size varied widely among the responding teachers. The majority of teachers (48.5%) reported moderate class size ranging from 21 to 25 students. Six percent of the teachers had less than 21 students while 11% reported classes in excess of 30 students.

In general, teachers in this sample were experienced, had moderate class sizes, and were educated with advanced degrees. Most of the teachers were female and the majority taught primary grades.

Principals were predominately female and new to their positions. The majority of principals had served in their current assignments between two and four years.

Three research questions were proposed as the basis for this study. Data and findings for each question will be analyzed and discussed in the next section of this chapter.

RESULTS OF INSTRUMENT RELIABILITY AND VALIDITY

A Cronbach alpha procedure was utilized to determine internal consistency and reliability for Part I and Part II of the questionnaire. The overall reliability for Part I was .9211 and Part II was .8274.

The first principal support factor had an alpha score of .9206; the second factor had an alpha score of .8721; the third factor had an alpha of .6713.

A test retest reliability check was also conducted to establish internal and temporal consistency of the survey instrument. A follow-up sample of fifteen teachers (Appendix G) had a response ratio of 12/15 or 80%. Correlations run between the first and second set of scores from this group showed a correlation of .93.

THE FIRST RESEARCH QUESTION AND FINDINGS

The first research question examined how teachers allocate time to various teaching responsibilities. To answer that question, a count and group compute procedure was used to verify six time allocation areas: Instruction, Instructional Planning, Classroom Management, Diagnosis and Counseling, School System Responsibilities, Clerical and Administrative. A time allocation score (the mean) was established for each teaching responsibility area. Table II represents the mean and standard deviation for each area of time allocation. Individual variables which comprise each of the time allocation areas, along with the mean and standard deviation for each are displayed in Tables III, IV, V, VI, VII, and VIII.

TABLE II
SIX TIME ALLOCATION AREAS
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Classroom Management	4.505	.629	1.0	5.0
Instruction	3.699	.663	1.0	5.0
Instructional Planning	3.294	.637	1.0	5.0
Clerical & Administrative	3.183	.679	1.0	5.0
Diagnosis & Counseling	2.849	.645	1.0	5.0
School System Responsib.	2.700	.565	1.0	5.0

Time Allocation Scale:

- | | |
|-------------------------------|-------------------------------|
| 1. Never | 4. Daily (but not every hour) |
| 2. Monthly (or less often) | 5. Hourly (or more often) |
| 3. Weekly (but not every day) | |

TABLE III
INSTRUCTION TIME VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Lead Discussions	4.361	.562	3.0	5.0
Instruct Individuals	4.072	.649	2.0	5.0
Instruct Groups	4.021	.661	2.0	5.0
Lecture to Class	3.959	1.02	1.0	5.0
Supervise Field Trips	2.082	.425	1.0	5.0

Time Allocation Scale:

- | | |
|-------------------------------|-------------------------------|
| 1. Never | 4. Daily (but not every hour) |
| 2. Monthly (or less often) | 5. Hourly (or more often) |
| 3. Weekly (but not every day) | |

TABLE IV
INSTRUCTIONAL PLANNING TIME VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Plan for whole group	3.876	.60	2.0	5.0
Plan for individuals	3.619	.668	2.0	5.0
Develop special materials	3.124	.725	1.0	5.0
Arrange special resources	2.557	.558	2.0	4.0

Time Allocation Scale:

- | | |
|-------------------------------|-------------------------------|
| 1. Never | 4. Daily (but not every hour) |
| 2. Monthly (or less often) | 5. Hourly (or more often) |
| 3. Weekly (but not every day) | |

TABLE V
CLASSROOM MANAGEMENT TIME VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Direct student behavior	4.742	.506	3.0	5.0
Observe, identify changes	4.649	.541	3.0	5.0
Communicate expectations	4.577	.659	3.0	5.0
Adjustments in class	4.567	.576	3.0	5.0
Give in-class discipline	4.309	.755	2.0	5.0
Assign class work	4.186	.741	1.0	5.0

Time Allocation Scale:

- | | |
|-------------------------------|-------------------------------|
| 1. Never | 4. Daily (but not every hour) |
| 2. Monthly (or less often) | 5. Hourly (or more often) |
| 3. Weekly (but not every day) | |

TABLE VI
DIAGNOSIS & COUNSELING TIME VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Nurture & counsel students	4.216	.68	2.0	5.0
Diagnose student work	3.866	.716	1.0	5.0
Adjust student placement	2.959	.912	2.0	5.0
Contact parents	2.844	.53	2.0	4.0
Consult with specialists	2.629	.634	1.0	4.0
Administer tests	2.448	.694	1.0	4.0
Develop own tests	2.333	.763	1.0	4.0
Schedule parent meetings	2.247	.434	2.0	3.0
Arrange special support	2.103	.445	1.0	3.0

Time Allocation Scale:

- | | |
|-------------------------------|-------------------------------|
| 1. Never | 4. Daily (but not every hour) |
| 2. Monthly (or less often) | 5. Hourly (or more often) |
| 3. Weekly (but not every day) | |

TABLE VII
SCHOOL SYSTEM RESPONSIBILITY TIME VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Supervising duties	3.825	.646	2.0	5.0
Discuss with colleagues	3.443	.707	1.0	5.0
Respond to requests	2.979	.661	2.0	4.0
Attend faculty meetings	2.845	.486	2.0	4.0
Perform extra duties	2.448	.596	2.0	4.0
Attend professional mtgs.	2.124	.331	2.0	3.0
Evaluate programs	2.021	.562	1.0	4.0
Serve on committees	1.917	.536	1.0	4.0

Time Allocation Scale:

- | | |
|-------------------------------|-------------------------------|
| 1. Never | 4. Daily (but not every hour) |
| 2. Monthly (or less often) | 5. Hourly (or more often) |
| 3. Weekly (but not every day) | |

TABLE VIII
CLERICAL & ADMINISTRATIVE TIME VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Attend to paperwork	4.237	.536	3.0	5.0
Record attendance	3.856	.478	1.0	5.0
Record grades	2.742	.857	2.0	5.0
Order instructional aids	2.577	.659	2.0	5.0
Collect money	2.505	.868	1.0	4.0

Time Allocation Scale:

- | | |
|-------------------------------|-------------------------------|
| 1. Never | 4. Daily (but not every hour) |
| 2. Monthly (or less often) | 5. Hourly (or more often) |
| 3. Weekly (but not every day) | |

To assist with the interpretation of data, the time allocation rating scale was recoded so that "hourly" would have a greater numeric value than "never". Recoding was necessary since "hourly" was the first choice on the questionnaire and therefore was given a value of "1" while "never" was assigned a value of "5". By recoding, the time allocation scores were more logical and meaningful to interpret.

When the general time allocation scores for each time allocation area are compared (Table II), Classroom Management variables (mean = 4.505, standard deviation .629) and Instruction variables (mean = 3.699, standard deviation .663) had the highest time allocation scores.

Teachers reported that Classroom Management variables (Table V): "assigning class work", "communicating expectations", "observing and identifying changes needed", "making adjustments in class, directing student behavior", "giving in class discipline" occurred daily (mean = 4.505). Instruction variables (Table III): "lecture to the class", "lead discussions", "instruct groups", "instruct individuals", "supervise field trips" occurred weekly (mean = 3.699).

School System Responsibilities occurred monthly. Those variables included: "perform extra duties", "evaluate programs", "serve on committees", "attend

faculty meetings", "attend professional meetings", "discuss with colleagues", "supervise duties", "respond to requests from the principal". This area was allocated the least amount of time by sample teachers (mean = 2.70, standard deviation .565).

"Directing student behavior", "communicating expectations", "observing and identifying necessary changes", and "making adjustments in class", all variables of the Classroom Management area, were allocated the most time by sample teachers (Table V). Every variable in the area of Classroom Management was allocated time daily. This was not the case with any other area of teaching responsibility.

Other variables which had daily allocations of time included: "attend to paperwork" (Table VIII), "nurture and counsel students" (Table VI), "lead discussions" (Table III), "instruct groups" (Table III), and "instruct individuals" (Table III).

Unlike previous studies (Shedd, 1987), Instructional Planning (mean = 3.294, standard deviation .637) was allocated more time than Diagnosis and Counseling (mean = 2.849, standard deviation .645). The findings from this study regarding time allocation to Diagnosis and Counseling responsibilities is new information not previously found in the Tucson Job

Description study, (Shedd, 1985), or other literature on teacher's time allocations.

THE SECOND RESEARCH QUESTION AND FINDINGS

The second research question examined teacher perceptions of principal behavior and school policies. To analyze that question, a two-way and three-way factor analysis was run on the principal behavior and school policy variables using the advanced module of SPSS-X/PC. The principal behaviors and school policies included in Part II of the questionnaire had been previously categorized by Stallings & Mohlman (1981) as "supportive", "directive", and "hindrances".

A three-way factor analysis was used to establish three factors of principal behavior and school policies (Table IX). As a result of that procedure, Factor 1 accounted for .89989 of the explained variance in the factoring procedure. Factor 2 increased the explained variance to .92782. Factor 3, when added to the equation, explained .96499 of the total variance in factoring scores. This procedure provided construct validity for Part II of the questionnaire.

The three-way factor analysis for this study did not support the categories labeled by Stallings & Mohlman (1981). This may be partially explained by the

TABLE IX
 FACTOR ANALYSIS FOR PART II VARIABLES
 Rotated Factor Matrix

Variable	Factor 1	Factor 2	Factor 3
LTOV	.82486	-.09003	-.10505
STH	.79251	-.13750	-.11826
GOOW	.78998	-.09334	.06242
WVO	.76690	-.08785	.10674
SEBWH	.73312	-.05884	.07503
ITBO	.72254	.02874	.03522
PHD	.70480	-.09404	.12490
WTGRT	.69720	-.10250	.03690
PSI	.66657	.14380	.03746
LOFTW	.66288	-.14767	-.03221
PETU	.65708	-.16588	.03287
GCC	.60850	-.09275	.02739
PWP	.56618	.05967	.03639
TSUSG	.44398	-.23372	.06031
TMCA	-.11691	.81187	.00171
RDI	-.00291	.74246	.03236
APB	-.12932	.69799	-.12022
SPTMW	.00693	.67739	-.03881
STPR	.16911	.45494	.12064
ASA	.12337	-.23772	.86035
SSA	.11252	-.03752	.60447
CA	-.20377	.13752	.51870
SDA	-.13331	.20094	.51335
IFOA	.20192	-.00283	.46612
EBA	.14368	-.15825	.45449
* MAS	-.04127	.02241	.12735
* RNC	.01508	.11983	.09359
* FMTA	.04002	.09497	.14684
* FMPRM	-.05236	.04474	.07627

* Variable did not load to any factor
 (NOT INCLUDED IN STATISTICAL CALCULATIONS)

difference between the design of the two studies. Stallings & Mohlman (1981) used third party evaluators to identify and label principal behavior and school policy variables. This study relied on teacher perceptions of those variables to determine principal support dimensions.

Analysis yielded new labels for each factor. Labels were selected to describe the commonalities of principal support within each category. Factor 1 was labeled "Professional Support"; Factor 2 was called "Instructional Support"; Factor 3, "Resource Support".

Factor 1, "Professional Support", (Table X) constituted those variables which enhanced teacher morale through nurturing teacher well-being, helping teachers improve instruction, extending assistance, and setting a good example by being well-prepared. Professional Support included sharing new ideas, working with others, and offering constructive criticism.

"Instructional Support", factor 2, (Table XI) was comprised of variables which protected learning time by avoiding classroom interruptions, reducing administrative paperwork, providing time for reports and eliminating duties which teachers perceived to be burdensome. Principals who displayed these behaviors were protective of teachers and emphasized policies

TABLE X
PROFESSIONAL SUPPORT VARIABLES, FACTOR 1
VARIABLE DEFINITION AND FACTOR LOADING WEIGHTS

Variable Code	Variable Definition	Loading Factor Weight
<hr/>		
LTOV	principal listens to opposing views	.82486
STH	principal stays to help	.79251
GOOW	goes out of way to help others	.78998
WWO	principal works with others	.76690
SEBWH	principal sets example, hard work	.73312
ITBO	improves teachers by observing them	.72254
PHD	principal handles discipline	.70480
WTGRT	principal gives release time	.69720
PSI	principal shares ideas	.66657
LOFTW	looks out for teacher welfare	.66288
PETU	principal easy to understand	.65708
GCC	principal has constructive criticism	.60850
PWP	principal is well-prepared	.56618
TSUSG	teachers select units to teach	.44398

TABLE XI
INSTRUCTIONAL SUPPORT VARIABLES, FACTOR 2
VARIABLE DEFINITIONS AND FACTOR LOADING WEIGHTS

Variable Code	Variable Definition	Loading Factor Weight
<hr/>		
TMCA	too many committee assignments	.81187
RDI	routine duties interfere	.74246
APB	administrative paperwork burden	.69799
SPTMW	student progress reports burden	.67739
STPR	no time to prepare reports	.45494

which gave teachers autonomy and control (Croghan & Lake, 1986).

Factor 3, "Resource Support" (Table XII) contained variables which supported teachers with resources and services such as: school supplies, extra books, custodial services, secretarial services, and teaching equipment. These principals distributed physical and fiscal resources to teachers as they were requested, "pulling strings if necessary to get what teachers wanted" (Andrews, 1987).

A analysis of the three principal support dimensions (Table XIII) indicated that "Professional Support" variables (mean = 2.187, Standard deviation .962) were perceived by teachers to be more frequent than "Instructional Support" variables or "Resource Support" variables. While there was more disparity among responding teachers about perceptions of their principals and schools based on "Professional Support" variables, teachers in this sample found the dimension of "Professional Support" to be most frequent among principals.

"Instructional Support" variables (Table XIV) referred to those duties and responsibilities which teachers considered burdensome. Teachers reported that grades, paperwork, duties, and assignments were "almost

TABLE XII
RESOURCE SUPPORT VARIABLES, FACTOR 3
VARIABLE DEFINITIONS AND FACTOR LOADING WEIGHTS

Variable Code	Variable Definition	Loading Weight Factor
<hr/>		
ASA	Secretarial services available	.86035
SSA	School supplies available	.60447
CA	Custodial services available	.51870
SDA	Duties & assignments scheduled	.51335
IFOA	Operating instructions available	.46612
EBA	Extra books are available	.45449

TABLE XIII
THREE DIMENSIONS OF PRINCIPAL SUPPORT
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Professional Support	2.187	.962	1.0	5.0
Resource Support	2.423	.857	1.0	5.0
Instructional Support	2.728	.928	1.0	5.0

Frequency Allocation Scale:

- | | |
|------------------|-----------------|
| 1. Always | 4. Almost Never |
| 2. Almost Always | 5. Never |
| 3. Sometimes | |

TABLE XIV
INSTRUCTIONAL SUPPORT VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Time Provided Reports	2.274	.916	1.0	4.0
Grades Too Much Work	2.668	1.108	1.0	5.0
Too Many Assignments	2.670	.954	1.0	5.0
Paperwork Burdensome	2.990	.930	1.0	5.0
Routine Duties Interfere	3.041	.735	1.0	5.0

Frequency Allocation Scale:

- | | |
|------------------|-----------------|
| 1. Always | 4. Almost Never |
| 2. Almost Always | 5. Never |
| 3. Sometimes | |

always" to "sometimes" burdensome (mean = 2.728, Standard deviation .928).

Variables which clustered in the Resource Support dimension (Table XV) included availability of resources to teachers and students. In this support area teachers felt that services and supplies were "almost always" to "sometimes" available (mean = 2.423, standard deviation .857). The one variable that was an exception was that of custodial services (mean = 3.887, standard deviation .789) where teachers reported that "sometimes" to "almost never" were custodial services available when needed.

Several variables in the "Professional Support" (Table XVI) area were perceived frequently by responding teachers. Principals of sample teachers were perceived to "set an example by hard work" (mean = 1.763, Standard deviation .899), they were perceived to be "well prepared to speak" (mean = 1.536, Standard deviation .737), and they "looked out for the welfare of their teachers" (mean = 1.842, Standard deviation .891). Other variables were generally perceived in the "almost always" to "sometimes" range.

TABLE XV
RESOURCE SUPPORT VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Equipment/ Directions	2.021	.854	1.0	4.0
Duties are Scheduled	2.063	.949	1.0	4.0
Secretarial Serv. Avail.	2.113	.978	1.0	5.0
School Supplies Avail.	2.155	.741	1.0	4.0
Extra Books Available	2.299	.831	1.0	5.0
Custodial Serv. Avail.	3.887	.789	2.0	5.0

Frequency Allocation Scale:

- | | |
|------------------|-----------------|
| 1. Always | 4. Almost Never |
| 2. Almost Always | 5. Never |
| 3. Sometimes | |

TABLE XVI
PROFESSIONAL SUPPORT VARIABLES
MEAN AND STANDARD DEVIATION

Variable	Mean	Standard Deviation	Minimum Score	Maximum Score
Well Prepared to Speak	1.536	.737	1.0	4.0
Sets Example by Hard Wk.	1.763	.899	1.0	4.0
Looks Out For Welfare	1.842	.891	1.0	5.0
Teachers Select Units	1.907	.867	1.0	4.0
Works With Others	2.072	.916	1.0	5.0
Easy to Understand	2.082	.862	1.0	5.0
Goes Out of Way	2.186	.928	1.0	5.0
Handles Student Discip.	2.237	.933	1.0	5.0
Helps Improve Teaching	2.412	1.038	1.0	5.0
Stays After to Help	2.469	1.114	1.0	5.0
Gives Constructive Crit.	2.500	.918	1.0	5.0
Shares New Ideas	2.577	1.029	1.0	5.0
Willing to Release	2.851	1.383	1.0	5.0

Frequency Allocation Scale:

- | | |
|------------------|-----------------|
| 1. Always | 4. Almost Never |
| 2. Almost Always | 5. Never |
| 3. Sometimes | |

THE THIRD RESEARCH QUESTION AND FINDINGS

The relationships between teacher perceptions of principal behavior and school policies and teacher allocation of time in six areas of teaching responsibility were analyzed using a multiple regression. A three-way factor analysis procedure was applied to the variables from Part II of the research questionnaire. As a result of this procedure, three dimensions of principal support (Professional Support, Instructional Support, Resource Support) were identified and determined to be statistically reliable, (Table IX).

Each dimension of principal support was regressed on each area of teaching responsibility. Tables XVII and XVIII show the significant relationships between principal support variables and allocation of time areas. In all cases the conservative Sheffe ranges were used for statistical calculations.

Professional Support Variable Relationships

In Table XVII, the Professional Support variable, "principal shares new ideas" was regressed against the time allocation variable, Instruction. With Instruction as the dependent variable, the multiple regression revealed an adjusted R square value of

.18216 for "principal shares new ideas". According to this regression, 18% of the allocation of time to Instruction can be accounted for by the teacher's perception of "principal shares new ideas". When the independent variable of "principal is well prepared to speak" is added to "Principal shares new ideas", (Table XVII) the adjusted R square value becomes .23582 or 24% at the .000 level of significance. Thus, approximately 24% of an elementary teacher's allocation of time to Instruction can be predicted from teacher perceptions of the two Professional Support variables "principal shares new ideas" and "principal is well prepared to speak".

Beta weights for each of the two Professional Support variables, "principal shares ideas" and "principal is well prepared to speak" are shown on Table XVII. The beta weights can be viewed as the regression coefficient that would be obtained if the various predictor variables were equal to one another in terms of means and standard deviation. Beta weights of PSI (-.53701) and PWP (.25624) indicate PSI, "principal shares ideas", to be the strongest predictor of teacher allocation of time to Instruction.

The other variables of Professional Support did not reach the .05 level of significance (Table XVII) when regressed with Instruction.

TABLE XVII
 MULTIPLE REGRESSION:
 INSTRUCTION/PRINCIPAL SHARES NEW IDEAS/
 PRINCIPAL WELL PREPARED TO SPEAK

Equation Number 1	Dependent Variable..INS Instruction		
Variable(s) Entered on <u>Step 1</u> ..PSI Shares New Ideas			
Multiple R	.42680		
R Square	.19307		
Adjusted R Square	.18216		
Standard Error	.37205		
Analysis of Variance	DF	Sum of Squares	Mean Square
Regression	1	2.77480	2.77480
Residual	90	12.45824	.13842
F = 20.04555 Significant at .0000			
Variable(s) Entered on <u>Step 2</u> ... PWP Well prepared to speak			
Multiple R	.48562		
R Square	.24865		
Adjusted R Square	.23582		
Standard Error	.36166		
Analysis of Variance	DF	Sum of Squares	Mean Square
Regression	2	3.59231	1.79615
Residual	89	11.64074	.13079
F = 13.73261 Significant at .0000			

TABLE XVII
 MULTIPLE REGRESSION:
 INSTRUCTION/PRINCIPAL SHARES NEW IDEAS/
 PRINCIPAL WELL PREPARED TO SPEAK
 (continued)

Equation Number 1	Dependent Variable..INS				Instruction
Variable(s) Entered on <u>Step 1</u> ... PSI Shares New Ideas					
Variable(s) Entered on <u>Step 2</u> ... PWP Well prepared to speak					
Variables in the Equation					
Variable	B	SE B	Beta	T	Sig T
PSI	-.21340	.04078	-.53701	-5.233	.0000
PWP	.14607	.05843	.25654	2.500	.0142
(Constant)	4.03773	.11082		36.435	.0000
Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
GOOW	-.09396	-.09030	.64462	-.851	.3973
TSUSG	1.13443	.00125	.75680	.012	.9907
SEBWH	3.60963	.00352	.72788	.033	.9737
GCC	.19986	.17895	.51968	1.706	.0915
WVO	.04312	.04208	.69363	.386	.7007
WTGRT	-.02051	-.02464	.67150	-.231	.8177
STH	-.13599	-.13685	.68023	-1.296	.1984
PETU	-.07085	-.06636	.65186	-.624	.5343
ITBO	-.17178	-.15193	.58306	-1.442	.1529
LTOV	-.13692	-.13751	.72240	-1.302	.1962
PHD	-.02652	-.02596	.72731	-.244	.8081
LOFTW	-.04136	-.04394	.75063	-.413	.6809

Diagnosis and Counseling time allocation variables were regressed against Professional Support variables. Three Professional Support variables showed significant relationships with the dependent variable, time allocated to Diagnosis and Counseling. The regressions showed an adjusted R square value of .05156 for "gives constructive criticism; .11764 for "gives constructive criticism" and "goes out of way to help"; .18888 for "gives constructive criticism", "goes out of way to help", and "principal handles discipline" (Table XVIII) indicating that 19% of the variance in Diagnosis and Counseling responsibilities can be attributed to the combination of these three variables at the .0005 level of significance.

The other variables of Professional Support did not reach the .05 level of significance (Table XVIII) when regressed with Diagnosis and Counseling variables.

As a result of these findings, the first null hypothesis of the third research question was partially rejected since five variables of Professional Support were found to be predictors of time allocation in two areas of teaching responsibility (Instruction and Diagnosis & Counseling).

MULTIPLE REGRESSION:
DIAGNOSIS & COUNSEL/GIVES CONSTRUCTIVE CRITICISM/
GOES OUT OF WAY TO HELP/PRINCIPAL HANDLES DISCIPLINE

F = 5.79972 Significant at .0043

TABLE XVIII

MULTIPLE REGRESSION:
DIAGNOSIS & COUNSEL/GIVES CONSTRUCTIVE CRITICISM/
GOES OUT OF WAY TO HELP/PRINCIPAL HANDLES DISCIPLINE
 (continued)

Equation Number	Dependent Variable..DC
1	Diagnosis & Counsel

Variable(s) Entered on Step 3..PHD
Principal Handles Discipline

Multiple R	.43457
R Square	.19988
Adjusted R Square	.18888
Standard Error	.30807

Analysis of Variance	DF	Sum of Squares	Mean Square
Regression	3	1.85609	.61860
Residual	84	7.97206	.09491

F = 6.51908 Significant at .0005

Variables in the Equation

Variable	B	SE B	Beta	T	Sig T
GCC	-.13681	.04225	-.37853	-3.238	.0017
GOOW	.01470	.04102	.29838	2.553	.0124
PHD	.12394	.03960	.33288	3.130	.0024
(Constant)	2.60755	.15334		17.005	.0000

Variables not in the Equation

Variable	Beta In	Partial	Min Toler	T	Sig. T
TSUSG	.02247	.02294	.69990	.213	.8320
SEBWH	7.89773	.00648	.49672	.060	.9522
WWO	.07627	.06752	.62041	.628	.5319
WTGRT	.03811	.03178	.61367	.295	.7688
STH	.08324	.06305	.48774	.586	.5595
PWP	-.08616	-.08629	.68706	-.803	.4241
PETU	-.04552	-.03882	.62846	-.360	.7195
ITBO	.06156	.01393	.60074	.129	.8975
PSI	-.20836	-.16467	.55109	-1.548	.1252
LOFTW	-.08644	-.06923	.51376	-.664	.5216

Instructional Support Variable Relationships

Variables in the Instructional Support dimension were regressed against the six areas of teaching responsibility. No significant relationships were noted in any of the regressions at the .05 level of significance.

Resource Support Variable Relationships

Resource Support variables, when regressed against the six areas of time allocations, showed no significant relationships between resource support variables and any area of time allocation at the .05 level of significance.

SUMMARY

The purpose of this study was to examine teacher allocation of time and teacher perceptions of principal behaviors and school policies in order to investigate the relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time.

This chapter has outlined the results obtained from the research procedures designed to assess the relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time. Three categories of results were reported: time allocation, teacher perceptions, and relationships between teacher perceptions and time allocations.

Time Allocation Findings

Instruction and Classroom Management areas were allocated the most time by elementary teachers. School System Responsibilities and Diagnosis & Counseling areas were allocated the least amount of time by these same teachers. Every variable in the Classroom Management area was allocated time on a daily basis.

Teacher Perception Findings

Teachers perceived Professional Support variables to be the most frequent among the three support dimensions. Instructional Support variables were the least frequent. Those variables represented burdens to teaching time and teacher freedom. Many teachers reported that most of the Instructional variables were "sometimes" a burden. Lack of custodial support was perceived as a serious concern by most teachers.

Relationships Between Teacher Perceptions and Time Allocations

Significant relationships were found between teacher perceptions of Professional Support variables and Instruction and Diagnosis & Counseling time allocation areas. The Professional Support variables, "Principal shares new ideas" and "Principal is well prepared to speak", showed significant relationships to teacher time allocations in the area of Instruction. "Principal gives constructive criticism", "Principal goes out of the way to help", and "Principal handles discipline" were three Professional Support variables significantly related to teacher allocation of time for Diagnosis and Counseling responsibilities.

The next chapter will summarize the results of the study. Conclusions of the study, limitations, and recommendations for future study will be addressed.

CHAPTER V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

INTRODUCTION

This study was designed and conducted to investigate time allocations of elementary classroom teachers and teacher perceptions of principal behaviors and school policies. The study examined the relationships between teacher perceptions of three principal support dimensions (Professional Support, Instructional Support, Resource Support) and teacher allocation of time in six teaching areas: (Instruction, Instructional Planning, Classroom Management, Diagnosis & Counseling, School System Responsibilities, Clerical & Administrative).

The research questions for the study included: (1) How do teachers allocate time to teaching responsibilities? (2) What perceptions do teachers have of principal behaviors and school policies at their

schools? (3) Is there any relationship between teacher perceptions of principal behaviors and school policies and teacher allocation of time?

The study revealed that: 1) teachers allocate more time to Classroom Management responsibilities than any other teaching area. 2) Teachers perceived Professional Support variables more often than Instructional Support or Resource Support variables among principals. 3) Teacher perceptions of selected Professional Support variables were significantly related to teacher allocation of time in the Instruction and Diagnosis and Counseling areas.

The remainder of this chapter will discuss the conclusions, limitations, and recommendations for the study.

CONCLUSIONS

Findings from this study confirm findings from the Tucson Job Description study (Shedd, 1985) about teacher allocation of time. As a result of the findings from this study, labels for principal behavior and school policy variables (Stallings and Mohlman, 1981) were rejected.

Findings from this research study provide implications for: teacher decisions about allocation of

time, teacher perceptions as a measure of principal behaviors and school policies, and relationships between teacher perceptions of principal support and teacher allocation of time.

Implications for Teachers

Responses from the research questionnaire revealed that teachers allocate most of their time to Classroom Management responsibilities. Of the six variables listed as Classroom Management tasks, the majority of teachers performed all of them on a daily basis. Data from this study supports the Tucson Job Description (Shedd, 1985) findings which also found classroom management variables to be the most time-consuming teaching responsibilities.

With the exception of "taking attendance", which Tucson teachers rated as a daily task, the seven most frequent time allocation variables in this study were identical in rank and in time allocation scores to the Tucson Job Description study (Shedd, 1985). As a result of both these studies, teachers should be alert to how much class time is actually consumed by classroom management tasks.

Findings from this study regarding teacher allocation of time to various teaching responsibilities

support other studies which conclude that teacher allocations of time vary significantly from classroom to classroom due to teacher skill in handling classroom management problems, (Berliner, 1982; Karweit, 1988; Harnischfeger & Wiley, 1976). Teachers who allocate more time to classroom management have less time to allocate to other teaching areas. Therefore, teachers need to streamline time allocations to classroom management tasks in order to provide more time for other teaching responsibilities.

Kounin (1970) states that classroom management is the one area, in spite of outside influences, over which teachers have the greatest control to increase learning time for all students. Principals, he asserts, must be genuinely interested and frequently available to help teachers implement strategies which can reduce time devoted to classroom management tasks. However, as a result of this study's findings, individual differences in teacher allocation of time seem to be more connected to the management skills of individual teachers rather than administrative behaviors and school policy influences.

Lack of time devoted to School System Responsibilities, as reported by these findings, support previous studies which suggest that teachers spend too much time in classroom management and routine

duties; thus limiting time for professional growth, reflective review, and curriculum planning, (Barr & Dreeban, 1983; Good & Grouws, 1979; Karweit, 1988). This finding substantiates the concerns expressed by many that teachers, once assigned to classrooms, do not allocate enough time to professional development activities, new teaching strategies, and new curriculum. Teacher perceptions of administrative attitudes toward professional development, along with school policies which support and encourage teacher growth may be important variables to teacher allocation of time to School System Responsibilities.

According to teacher responses to the time allocation survey, eleven of the thirty-six teaching responsibilities listed on the research questionnaire were performed on a daily basis, with another eight performed at least weekly. From these findings, it is clear that teachers manage an extraordinary number of daily and weekly responsibilities. "Few professions require the level of decision-making that is inherent in elementary classroom teaching. Teachers are expected to instruct, manage, and monitor large numbers of students at many different levels", (Shedd, 1985). Therefore, due to the extraordinary demands of the typical elementary classroom, teachers need help to develop time management strategies which combine tasks

and reduce the time needed to handle routine and repetitious functions, thus allowing them more time to work directly with students.

For example, students can be working on warm-up activities at the beginning of each day while attendance and lunch count are taken. Sponge or transition activities can be initiated with students as they move from one area to another or from one subject to another. Teachers who recognized the importance of wasted time do not allow students to sit idle during learning times.

Implications for Principals

Teacher perceptions of principal behavior and school policies revealed findings which substantiated previous research studies. Those studies concluded that principal nurturing and support are instrumental to teacher morale and teacher productivity, (Brookover & Lezotte, 1979; Croghan & Lake, 1984; Brown & Saks, 1987; Deal, 1987). This study likewise supports the importance of principal nurturing and teacher allocation of time to Diagnosis and Counseling responsibilities. Teachers who feel nurtured and supported by administrators are more likely to do the same for students.

Deal (1987) concludes that administrators who attempt to exercise authoritarian control by arranging schedules and controlling behavior, maintaining tight personal control over money and supplies, and dictating curriculum and goals are less effective than principals who manifest more nurturing behaviors. "While the authoritarian type of behavior results in a certain order and productivity, it creates a dependent relationship between the principal and school staff and practically eliminates flexibility and creativity. Staff are immobilized and afraid to move without orders", (Brown & Saks, 1987). This study appears to support Deal's conclusions.

The opposite kind of behavior is exhibited by effective administrators, (Hord & Duttweiler, 1987). They are flexible in their approach to leadership and use appropriate control to motivate professionals. "They encourage innovation and at the same time tolerate failure", (Hord & Duttweiler, 1987). These principals display professional support characteristics which listen to opposing points of view, offer constructive criticism, share new ideas, and look out for teacher welfare.

Teacher perceptions of principal behavior seem to support the Professional Support variables as labeled and defined in this study. Nurturing principals

manifest nurturing teachers who are open-minded and who devote more time to Diagnosis and Counseling and Instruction variables than non-Professionally Supportive principals.

According to teacher perceptions, Professional Support variables were more predominant among sample principals than Instructional Support or Resource Support variables. One explanation may be that the principal has less control over Instructional Support variables. Principals can assist teachers with Instructional Support burdens, however, the responsibility for performing those variables rests with the teacher. For example, no matter how much of a burden student progress reports are to teachers, principals cannot relieve teachers of that important responsibility. The classroom teacher is the only one with enough training, enough experience, and enough professional judgement to diagnose and assess student progress. Aides, electronic devices, and other resources cannot replace the teacher. Thus, teachers may perceive principals as unsupportive when they are feeling pressured to complete report cards and cumulative records, yet the principal has little control over many of the Instructional Support variables which teachers often find burdensome (ie: progress reports, attendance, duties, reports).

Resource support variables, the center of a lot of discussion among teachers, are often difficult to provide or out of the realm of principal control. Principals are constrained by school budgets and district guidelines which may not allow for additional personnel or resources to accommodate the requests of teachers. Frequently, teachers hold principals accountable for resources which are beyond their control.

In spite of the numerous concerns voiced by professional teacher organizations and unions, Instructional Support and Resource Support variables seems to have less of a relationship with teacher allocation of time than commonly asserted by those groups. Unions demand more aides, fewer students, more teaching resources, and fewer responsibilities, yet these variables, as perceived by teachers, do not significantly relate to teacher allocation of time like Professional Support variables do. Unlike Instructional and Resource Support variables, Professional Support variables are more easily controlled by principals.

Findings from this study revealed significant relationships between five Professional Support variables and teacher allocations of time to Instruction and Diagnosis & Counseling areas. The

Professional Support variables confirm previous research (Deal, 1987; Stallings & Mohlman, 1981; Lake, 1984) which suggests that principals who are nurturing and flexible are more effective school leaders. Principal leadership is not just a matter of supplying physical resources and teaching bodies, it is the act of developing a positive school climate, nurturing staff and students to work collaboratively and productively, providing school schedules which maximize learning time, supporting discipline strategies which focus on the importance of learning and empowering teachers to make decisions based upon their strengths and the specific needs of their students.

The Professional Support variables: "shares new ideas", "principal is well prepared to speak", "gives constructive criticism", "goes out of way to help", and "handles discipline" confirms Edmonds (1981) findings that "principal actions are more powerful than principal words to promote good teaching practices". This study suggests that principal actions relate to teacher allocation of time.

Sharing new ideas, going out of the way to help others, and offering constructive criticism are characteristics which have been attributed to effective leaders. Research is beginning to suggest that these variables not only influence teacher morale and

productivity, but also teacher allocation of time. Connections are emerging which may begin to explain the differences in time allocations between teachers as documented in the time allocation research of the last decade (Karweit, 1988; Fisher, Filby, Marliave, Cahen, Dishaw, Moore & Berliner, 1978; Barr & Dreeban, 1983; Harnischfeger & Wiley, 1978).

What remains unclear is whether a teacher's allocation of time is the result of individual differences among a teacher's organization and classroom management skills or is related to principal behaviors and school policies which influence teacher time allocations as suggested by the research questions in this study.

Implications for School District Officials and School Boards

As a result of these findings, school officials and school boards should be supportive of principals who demonstrate professional support for teachers. Professional training and practice opportunities for principals is advised to help them adopt behaviors and actions which support teachers and student learning.

Principals should be not be overburdened with district obligations that take excessive time and cause

principals to be out of their schools too often. Teachers need to be monitored, given frequent feedback, and supported while they work with students. Principals need time in their schools to know teachers so they can provide assistance where it is needed, support when it is lacking, and guidance to adopt changes which use instructional time efficiently. Trust between teachers and principals takes time. It cannot evolve when principals are not available to talk with teachers, monitor their performance and provide opportunities for appropriate collaboration and dialogue between teachers and principals.

Paperwork and assignments which are burdensome take principals away from schools and teachers. In a similar way, duties and policies that are burdensome to teachers can remove them from students. School district officials must remember that demands from one level of the organization are eventually filtered to other levels, ultimately reducing the amount of time allocated by teachers to student learning.

LIMITATIONS AND RECOMMENDATIONS

In addition to the limitations previously discussed in Chapter III, a number of other factors may

be important considerations when interpreting the findings of this research study.

The use of a single suburban school district resulted in a small, unique population for this study. Perceptions of these teachers about principal behaviors and school policies may be unique to this school district and not generalizable to other districts. For example, teachers in this study did not report that resources were difficult to obtain. With the exception of custodial services, teachers reported that they almost always had access to those supplies and services listed as resource variables. However, in another location, teachers may not enjoy this same resource luxury, thus the professional support variables which were common with these sample teachers might be overshadowed in other locales by basic school resource needs.

Teacher perceptions, which are the basis for rating administrative behaviors in this study, are difficult to categorize and generalize. Each teacher perceives principal support differently based on his/her past experiences, quality of relationship with the principal, demands placed on the teacher by students and parents, personal life pressures, and other teaching and professional obligations. While research suggests (Andrews, 1987; Crogham & Lake, 1984)

that teacher perceptions of school environments and principal behaviors influence teacher morale and teacher actions, teachers are individuals and unique, therefore generalizations are difficult to make based upon individual perceptions. Teachers in this sample were experienced, highly educated, and satisfied with basic resource and instructional needs. Therefore, professional variables may have been more influential with these teachers than with teachers under other circumstances.

Additional study to determine if teacher perceptions of time allocations are consistent with actual time allocated would also be important. If teacher allocation of time actually differed significantly from teacher perceptions about time allocations, then relationships between principal support and time allocations could be significantly altered.

The principal behavior and school policy labels conceived by Stallings & Mohlman (1981) were not confirmed by this study. However, a factor analysis established three new categories of principal support, (ie: Professional Support, Instructional Support, Resource Support). Only four variables of the twenty-eight did not load to one of the three dimensions of principal support. Additional study and

confirmation of these three dimensions would be advised with other teacher groups.

It is difficult to capture principal behaviors and school policies in some form of accurate rating scale. Principal behaviors are hard to pin down because they are contingent upon factors inside and outside of the work environment, as well as differences in personalities and style. Additional analysis should be done using these three new support scales to determine whether they accurately measure principal support, whether teacher perceptions are reflective of principal actions, and whether the variables for each category measure behaviors attributed to those categories.

Findings from this study provide recommendations for several audiences. Teachers, principals, and central office personnel can profit from results of this study.

Teachers must be keenly aware of their individual time allocations to various areas of teaching responsibility. Teachers must be more attentive to the large amounts of time consumed by classroom management responsibilities which reduce time for other teaching areas. Reducing time allocated to classroom management can provide teachers with more time for student instruction, professional development, planning and other school system responsibilities.

As a result of this study, principals should be more aware of the influence their behaviors have on teacher actions. Behaviors and policies which foster principal support for teacher decisions about time allocations should be practiced regularly. Principals should be attentive to teacher perceptions and to the influence those perceptions have on teacher actions.

Regular monitoring of time allocations should be conducted by principals to help teachers know where time is spent. With that information, principals can help teachers implement strategies and techniques to alter time allocation practices which do not foster student learning. School policies which protect learning time, reduce classroom interruptions, and reduce burdensome paperwork can promote teacher time allocation practices which reflect teacher behaviors that are influenced or constrained by principal behaviors and school policies.

Central Office personnel and School Boards can utilize the findings from this study to provide support for principals to allow them more time in their schools to work with teachers and establish supportive school climates. Principal time is as imperative as teacher time in establishing time allocations for students which maximize learning and academic achievement.

Children who require excessive attention for learning disabilities, personality disorders, or extreme behavior management problems divert teacher time away from classroom instruction. School district officials must be willing to recognize differences and special circumstances among schools and classrooms and provide extra support and resources to those schools/classrooms who are impacted by special needs. Site-based management allocations, versus the traditional central office allocation formulas, allow administrators to address the unique circumstances of each school community and teaching staff and apply the instructional and resource support where it is needed at each individual school. A degree of administrative autonomy may foster unique solutions to disparate school conditions.

SUMMARY

The current study has provided data which suggests that teachers allocate more time to classroom management variables than any other area of teaching responsibility. Significant relationships exist between teacher perceptions of professional support variables and teacher allocation of time.

According to the findings of this study, elementary classroom teacher allocation of time to Instruction and Diagnosis & Counseling variables can be predicted by teacher perceptions of selected professional support variables. Variables which show significant relationships between teacher perception of support and time allocations include: "goes out of way to help teachers", "share new ideas", "gives constructive criticism", "handles student discipline" and is "well prepared to speak".

As a result of this study, more emphasis needs to be given to the influence that school principals have on classroom teachers. Focusing on those variables which are perceived by teachers to be supportive may enhance teacher productivity, increase student learning time, and reallocate time for other important teaching responsibilities. The differences in principal support, outlined in this study, may account for some of the differences among teachers in time allocations.

Teachers have many responsibilities in their role of teaching. They are under constant pressure to find ways to integrate their different responsibilities to maximize time. "The process of combining different roles, processes, and resources presents the most demanding and difficult feature of teaching, one that is both complicated and time-consuming", (Shedd, 1985).

Teachers need the support and understanding of principals to assist them in allocating time to those variables that principals and teachers deem important.

Time management remains a critical issue. The unique role that the principal plays in monitoring, promoting, and empowering teachers to use time effectively is paramount to future changes in how time is allocated for instructional purposes.

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APPENDIX A
PRINCIPAL NOTIFICATION LETTER



Beaverton Schools

District No. 48

P.O. Box 200 Beaverton, Oregon 97075
503/591-4508

Bethany Elementary School
Betty Flad, Principal

April 5, 1988

TO: Don Dunbar, Elmonica

FROM: Betty Flad, Bethany *Betty*

RE: Brief Meeting to discuss dissertation survey of your teachers

On April 13th, 20 minutes prior to the regularly scheduled Elementary Principal's Meeting, I would like to meet with each of you to explain a survey that will be coming to several of your classroom teachers during the week of April 25th on how teachers allocate time.

A copy of the survey instrument, along with the cover letter that is being mailed to each teacher in the study sample, will be shared with you. The purpose of the meeting will be to familiarize you with the study and to ask for your help in encouraging teachers to return the response forms by May 6th.

If you are unable to meet with me at 8:40 AM on April 13th, please give me a call and I'll arrange to share the materials with you at another time.

APPENDIX B

REQUEST FOR PRINCIPAL ASSISTANCE WITH TIME SURVEY



Beaverton Schools

District No. 48

P.O. Box 200 Beaverton, Oregon 97075
503/591-4508

Bethany Elementary School
Betty Flad, Principal

April 13, 1988

TO: Toni Painter, Hazeldale

FROM: Betty Flad, Bethany *Betty*

RE: Teacher time allocation study

Attached is a list of teachers from your building who have been randomly selected to participate in my dissertation study on how teachers allocate time among various teaching responsibilities and how principals influence that use of time.

The survey instrument, plus a copy of the cover letter explaining the study to your targeted teachers is enclosed for your information.

As in any study of this nature with a limited sample, the survey response rate is critical to the validity of the data interpretation. This is where your assistance is needed. Please encourage your selected teachers to return the computerized response sheets to me at Bethany no later than May 4, 1988.

Once responses have been compiled and analyzed, I would be happy to share the results and implications of my study with you. In the meantime, I would really appreciate your support in seeing that the computer response sheets are returned to me.

Thanks for your support and assistance with this effort.

Schools Participating in the Study:

Aloha Park
Beaver Acres
Bethany
Cedar Mill
Elmonica

Kinnaman
McKay
McKinley
Raleigh Hills
Raleigh Park

Terra Linda
West T.V.
William Walker
Hazeldale
Ridgewood



Beaverton Schools

District No. 48

P.O. Box 200 Beaverton, Oregon 97075
503/591-4508

Bethany Elementary School
Betty Flad, Principal

April 13, 1988

TO: Don Hunt, Cedar Mill
Bob Simonsen, McKay
Pat Sharp, Kinnaman

FROM: Betty Flad, Bethany *Betty*
RE: Time Allocation Survey meeting

Enclosed is a file for you which gives you some information about the time allocation study I am conducting for my dissertation project this spring.

I have included a list of the teachers from your building who have been randomly selected to participate in the study.

The pen and pencil are gifts to you for your cooperation and encouragement in helping to get all of the surveys returned to me by May 4th.

If you have any questions about this project, please do not hesitate to give me a call.

APPENDIX C

TIME ALLOCATION SURVEY

TEACHER ALLOCATION OF TIME SURVEY **
BEAVERTON SCHOOL DISTRICT, 1988

** Survey adapted from the Tucson Az. "Teacher Job
Description Survey" written February, 1985.

DEMOGRAPHIC INFORMATION:

1. Circle the number which indicates the grade level you
CURRENTLY teach.
1. kindergarten 2. 1, 2, or 3 3. 4, 5 or 6
2. Circle YOUR highest degree earned.
1. Bachelor 2. Masters 3. Doctorate
3. How many TOTAL years of FULL TIME teaching experience
have you had?
1. 3 yrs or less 2. 4-9 yrs 3. 10-19 yrs 4. 20 or more
4. What is your gender?
1. Male 2. Female
5. What is the gender of your administrator?
1. Male 2. Female
6. How many years has your administrator been a school
principal?
1. 3 yrs or less 2. 4-9 yrs 3. 10-19 yrs 4. 20 or more
7. How many years have you worked in your CURRENT building
under the SAME PRINCIPAL?
1. 1 yr or less 2. 2-4 yrs 3. 5-7 yrs 4. 8 or more
8. How many students are enrolled in your CURRENT class?
1. 15 or less 2. 16-20 3. 21-25 4. 26-30 5. Over 30

DIRECTIONS FOR PART I:

Listed below are responsibilities typically performed by classroom teachers. In the column to the right, please circle the letter that BEST describes HOW FREQUENTLY you perform each responsibility.

- | | |
|-------------------------------|----------------------------|
| 1. Hourly (or more often) | 4. Monthly (or less often) |
| 2. Daily (but not every hour) | 5. Never |
| 3. Weekly (but not every day) | |

Indicate which answer comes closest to being accurate in your OWN SITUATION.

INSTRUCTION:

- | | | | | | |
|--|---|---|---|---|---|
| 9. Lecture to class as a whole for purpose of instruction. | 1 | 2 | 3 | 4 | 5 |
| 10. Lead demonstrations or class discussions. | 1 | 2 | 3 | 4 | 5 |
| 11. Instruct groups of students, using a variety of techniques, while other students work independently or in groups. | 1 | 2 | 3 | 4 | 5 |
| 12. Instruct or review work with individual students for purposes of instruction while other students work independently or in groups. | 1 | 2 | 3 | 4 | 5 |
| 13. Direct or supervise field trips or other out-of-class activities related to instruction. | 1 | 2 | 3 | 4 | 5 |

INSTRUCTIONAL PLANNING:

- | | | | | | |
|---|---|---|---|---|---|
| 14. Develop special instructional materials to be used in instructional programs. | 1 | 2 | 3 | 4 | 5 |
| 15. Plan, develop, and schedule whole class and group lessons, activities, and assignments. | 1 | 2 | 3 | 4 | 5 |

-
- | | |
|-------------------------------|----------------------------|
| 1. Hourly (or more often) | 4. Monthly (or less often) |
| 2. Daily (but not every hour) | 5. Never |
| 3. Weekly (but not every day) | |
-

- | | | | | | |
|---|---|---|---|---|---|
| 16. Plan and arrange for special resources for classroom instruction, (eg. speakers, films, equipment), coordinate arrangements for field trips and other out-of-class activities related to instruction. | 1 | 2 | 3 | 4 | 5 |
| 17. Plan activities and assignments for individual students, adjusting them to fit plans for class and group. | 1 | 2 | 3 | 4 | 5 |

CLASSROOM MANAGEMENT:

- | | | | | | |
|---|---|---|---|---|---|
| 18. Assign in-class work and homework to individuals, groups, and class. | 1 | 2 | 3 | 4 | 5 |
| 19. Communicate expectations to students concerning instructional goals and objectives, quality and amount of work, or behavior and discipline. | 1 | 2 | 3 | 4 | 5 |
| 20. Observe class, group, and individual behavior and progress in order to identify needed changes in plans. | 1 | 2 | 3 | 4 | 5 |
| 21. Adjust class, group, or individual plans as necessary while class is in session. | 1 | 2 | 3 | 4 | 5 |
| 22. Observe and direct student behavior to avoid potential discipline problems. | 1 | 2 | 3 | 4 | 5 |
| 23. Administer in-class discipline and/or refer students to others for discipline. | 1 | 2 | 3 | 4 | 5 |

DIAGNOSIS AND COUNSELING

- | | | | | | |
|---|---|---|---|---|---|
| 24. Nurture and counsel students with special needs and problems during the day. | 1 | 2 | 3 | 4 | 5 |
| 25. Contact parents about student progress, behavior, and personal concerns outside of formal conferencing. | 1 | 2 | 3 | 4 | 5 |

-
- | | |
|-------------------------------|----------------------------|
| 1. Hourly (or more often) | 4. Monthly (or less often) |
| 2. Daily (but not every hour) | 5. Never |
| 3. Weekly (but not every day) | |
-

- | | | | | | |
|--|---|---|---|---|---|
| 26. Schedule, coordinate, and conduct meetings with parents to discuss student progress, special needs or problems, and arrangements for special support or placement. | 1 | 2 | 3 | 4 | 5 |
| 27. Arrange with other school or district personnel for special support or placement for students with special needs. | 1 | 2 | 3 | 4 | 5 |
| 28. Consult with specialists and colleagues for purposes of identifying and analyzing special needs of particular students. | 1 | 2 | 3 | 4 | 5 |
| 29. Place and adjust placement of individual students at appropriate levels of instruction. | 1 | 2 | 3 | 4 | 5 |
| 30. Review tests, homework, and other student assignments for purposes of identifying progress, problems, and special needs. | 1 | 2 | 3 | 4 | 5 |
| 31. Administer standardized or criterion referenced tests (eg. MRBO) to class, groups, or individuals. | 1 | 2 | 3 | 4 | 5 |
| 32. Develop tests in accordance with Beaverton adopted curriculum. | 1 | 2 | 3 | 4 | 5 |

SCHOOL SYSTEM RESPONSIBILITIES:

- | | | | | | |
|---|---|---|---|---|---|
| 33. Perform extra duties as assigned by the principal or district, including contacts with the community. | 1 | 2 | 3 | 4 | 5 |
| 34. Evaluate Beaverton School District or building level plans, programs, and curriculum to communicate changes, problems, or recommendations for change. | 1 | 2 | 3 | 4 | 5 |

-
- | | |
|-------------------------------|----------------------------|
| 1. Hourly (or more often) | 4. Monthly (or less often) |
| 2. Daily (but not every hour) | 5. Never |
| 3. Weekly (but not every day) | |
-

- | | | | | | |
|--|---|---|---|---|---|
| 35. Serve as a member of committees to develop or revise plans, programs, curriculum, or to select adopted texts and programs. | 1 | 2 | 3 | 4 | 5 |
| 36. Attend faculty meetings. | 1 | 2 | 3 | 4 | 5 |
| 37. Attend professional meetings, conferences, training workshops. | 1 | 2 | 3 | 4 | 5 |
| 38. Discuss work with colleagues, for purpose of discussing subject matter, student needs, and each other's instructional plans and teaching techniques. | 1 | 2 | 3 | 4 | 5 |
| 39. Monitor and supervise student behavior outside of the classroom (eg. halls, playground, cafeteria). | 1 | 2 | 3 | 4 | 5 |
| 40. Respond orally or in writing to special requests for information from administrators, other school personnel, or parents. | 1 | 2 | 3 | 4 | 5 |

CLERICAL AND ADMINISTRATIVE:

- | | | | | | |
|---|---|---|---|---|---|
| 41. Take care of general paperwork associated with students, parents, and other duties connected with teaching responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 42. Collect money from students for special projects, lunch, etc. and forward to appropriate persons. | 1 | 2 | 3 | 4 | 5 |
| 43. Record student attendance and report attendance to appropriate persons. | 1 | 2 | 3 | 4 | 5 |
| 44. Record, maintain, and forward to appropriate persons records of grades, test results, and other evidence of student progress. | 1 | 2 | 3 | 4 | 5 |

-
- | | |
|-------------------------------|----------------------------|
| 1. Hourly (or more often) | 4. Monthly (or less often) |
| 2. Daily (but not every hour) | 5. Never |
| 3. Weekly (but not every day) | |
-

-
- | | | | | | |
|---|---|---|---|---|---|
| 45. Order instructional materials and supplies for regular classroom use. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
-
-

DIRECTIONS FOR PART II:

Listed below are a number of statements which describe the policies of your school and the behavioral characteristics of your school principal. Please read each statement carefully and decide how you would rate the statement based on YOUR perceptions in your CURRENT assignment.

- | | |
|-------------------|------------------|
| 1 - Always | 4 - Almost Never |
| 2 - Almost Always | 5 - Never |
| 3 - Sometimes | |
-
-

-
- | | | | | | |
|--|---|---|---|---|---|
| 46. The principal goes out of his/her way to help teachers. | 1 | 2 | 3 | 4 | 5 |
| 47. Instructions for operating teaching aids and equipment are readily available. | 1 | 2 | 3 | 4 | 5 |
| 48. The principal makes all of the class scheduling decisions. | 1 | 2 | 3 | 4 | 5 |
| 49. Extra books are available for classroom use when I need them. | 1 | 2 | 3 | 4 | 5 |
| 50. The principal schedules the duties and assignments for his/her teachers. | 1 | 2 | 3 | 4 | 5 |
| 51. Teachers in this school help to select units to be taught and the instructional groupings of students. | 1 | 2 | 3 | 4 | 5 |
| 52. Sufficient time is provided by the principal to prepare administrative reports. | 1 | 2 | 3 | 4 | 5 |
-

1 - Always	4 - Almost Never
2 - Almost Always	5 - Never
3 - Sometimes	

53. The principal sets an example by working hard and making good use of his/her time.	1	2	3	4	5
54. Administrative paperwork is burdensome at this school.	1	2	3	4	5
55. The rules set by the principal are not questioned or challenged.	1	2	3	4	5
56. The principal gives constructive criticism.	1	2	3	4	5
57. School supplies are readily available to use in class work.	1	2	3	4	5
58. The principal works with others in the building to formulate policies and procedures.	1	2	3	4	5
59. The principal is willing to come into my classroom so that I can observe my colleagues or plan for special projects.	1	2	3	4	5
60. The principal stays after school to help teachers with their work or concerns.	1	2	3	4	5
61. Student progress reports require too much work.	1	2	3	4	5
62. Faculty meetings are organized according to a tight agenda.	1	2	3	4	5
63. The principal is well prepared when he/she speaks at school functions.	1	2	3	4	5
64. Teachers have too many committee requirements in this building.	1	2	3	4	5
65. The principal is easy to understand.	1	2	3	4	5
66. The principal helps me to improve my teaching by observing me teach.	1	2	3	4	5
67. Custodial service is available when needed.	1	2	3	4	5

1 - Always
2 - Almost Always
3 - Sometimes

4 - Almost Never
5 - Never

-
- | | | | | | |
|--|---|---|---|---|---|
| 68. The principal shares new ideas and teaching strategies with me. | 1 | 2 | 3 | 4 | 5 |
| 69. Routine duties here interfere with the job of teaching. | 1 | 2 | 3 | 4 | 5 |
| 70. Faculty meetings are mainly principal report meetings. | 1 | 2 | 3 | 4 | 5 |
| 71. The principal listens to opposing points of view. | 1 | 2 | 3 | 4 | 5 |
| 72. School secretarial services or aides are available for teachers use. | 1 | 2 | 3 | 4 | 5 |
| 73. The principal handles student discipline problems consistently and discretely. | 1 | 2 | 3 | 4 | 5 |
| 74. The principal looks out for the personal welfare of his/her teachers. | 1 | 2 | 3 | 4 | 5 |
-

Please put the completed survey in the enclosed envelope and mail via InterSchool Mail to BETHANY SCHOOL no later than May 6, 1988.

If you have questions about the nature of this survey, please contact:

BETTY FLAD
Bethany Elementary School
591-4508

APPENDIX D

DIRECTIONS FOR COMPLETING TIME ALLOCATION
SURVEY USING COMPUTER SCAN SHEETS

APPENDIX E

SAMPLE LETTER TO TEACHERS IN TIME ALLOCATION SURVEY



Beaverton Schools

District No. 48

P.O. Box 200 Beaverton, Oregon 97075
503/591-4508

Bethany Elementary School
Betty Flad, Principal

April 25, 1988

TO: Sample Teachers in Time Allocation study

FROM: Betty Flad, Bethany

RE: Dissertation Survey on Teacher Allocation of Time

Recent studies on academic learning time for students indicates students who have more time for learning, learn more. While that is not very startling, what is surprising is that teachers are able to find time to teach all that is required when faced with so many variables and other responsibilities in their normal teaching routine.

My dissertation study proposes to look at how teachers allocate their time among some common teaching responsibilities and how that allocation of time is influenced by the school principal.

Your name has been randomly selected from 256 full time elementary teachers who work in Beaverton Schools whose student populations range between 325 and 550 students. While your participation in this study is strictly voluntary and confidential, you are an important part of my research. Since only 100 teachers are a part of this sample, it is critical that I have all of the surveys returned so that the conclusions drawn from the data may be reliable and clearly representative of how teachers feel about time and the influence of principals on that use of time.

The study is intended to determine which teaching areas are most frequently allocated in working with students, parents, and other school responsibilities. It is anticipated that the data might yield information about how principals impact a teacher's allocation of time and where teachers spend the most time in their teaching responsibilities. A summary of the study's findings will be available to all survey participants early next fall.

It should take you about 15 minutes to complete the survey. Thank you for your cooperation and response.

APPENDIX F

FOLLOW-UP LETTER TO PRINCIPALS
REGARDING TEACHER PARTICIPATION



Beaverton Schools

District No. 48

P.O. Box 200 Beaverton, Oregon 97075
503/591-4508

Bethany Elementary School
Betty Flad, Principal

May 5, 1988

TO: Molly Ramberg, William Walker

FROM: Betty Flad, Bethany *Betty*

RE: Follow-up of sample teachers in time allocation study

Now that May 4th has come and gone, I find that 2 teachers in your building have not responded to the time allocation survey. Since the response was confidential, I only know the number, not names, of teachers in your building who have not responded.

I would appreciate your assistance in asking the survey participants, if they have not returned the response sheets, to please do so by Tuesday, May 10th.

Thanks for your assistance and help with this project.

WILLIAM WALKER
survey sample - time allocation study
4/27/88

Joy Hopkins
Judy Wright
Jacqueline Fitzgerald
Mary Flamme
Scott Hacke
Michael Robinson
Vicky Wood

APPENDIX G

SURVEY RETEST LETTER



Beaverton Schools

District No. 48

P.O. Box 200 Beaverton, Oregon 97075
503/591-4508

Bethany Elementary School
Betty Flad, Principal

May 5, 1988

TO: Vicki Wood, William Walker

FROM: Betty Flad, Bethany. *Betty Flad*

RE: An Additional Request

Thank you for returning the computer response sheet for my time allocation survey promptly. I appreciate your willingness to assist me in collecting data about how teachers use time.

I am now conducting a validity check of the survey instrument. In order to do that, I must ask you to complete the same survey again...hopefully the second time around will be quicker!

Please return the second scan sheet to me at Bethany School by May 10th. Thank you for your assistance and cooperation.

APPENDIX H

FIELD TEST LETTER TO TEACHERS



Beaverton Schools

District No. 48

P.O. Box 200 Beaverton, Oregon 97075
503/591-4508

Bethany Elementary School
Betty Flad, Principal

APRIL 12, 1988

TO: JOANNE DEXTER, VOSE

FROM: BETTY FLAD, BETHANY

RE: Field Testing of Dissertation Survey

I am seeking your assistance in field testing my dissertation survey and directions. I hope to send out the survey to 100 elementary teachers in Beaverton. However, your comments and suggestions are needed first.

Enclosed you will find the following:

- Time Allocation Survey booklet
- directions for completing the scan sheet
- computer scan sheet
- #2 pencil
- return envelope to Bethany School

I would appreciate you taking a few minutes to read the directions and responding to the survey by using the computer scan sheet provided. Please feel free to write directly on the survey booklet, scan sheet, and directions page to let me know where changes are needed. Your suggestions and comments will help me to prepare the final version for distribution later this month.

Thank you for your assistance with this effort. Please enjoy the enclosed pen as my gift to you for your help.