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The High School Principal's Role In The Provision Of
Instructional Leadership: A Comparison Of The
Perceptions Of Selected Public And Private School
Principals In Winnipeg Area Schools.

A Thesis Submitted In Partial
Fulfillment Of The Degree Of
Master Of Education.

in

The Faculty Of Graduate Studies
(Department Of Educational Administration & Foundations)

by

Timothy Philip Dabo

The University Of Manitoba

March 1989

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TIMOTHY PHILIP DABO

A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
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MASTER OF EDUCATION

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ABSTRACT.

The purpose of this study was to examine and describe the perceptions of public and private high school principals with respect to the role of the principal in the provision of instructional leadership. The study described: (1) the importance that principals assign to the instructional leadership role in contrast to other demands of the principalship, (2) the important activities in the provision of instructional leadership, (3) the involvement of other groups and/or individuals in the provision of instructional leadership, and (4) the principal's autonomy in the provision of instructional leadership.

To do this, the research addressed the following two major questions:

1. How important do public and private school principals regard their roles in the provision of instructional leadership in their schools?.
2. To what extent do public and private school principals see the provision of instructional leadership within their schools as a shared responsibility with other professional and non-professional members of the school community?.

A methodology in which seven (7) public and six (6) private high school principals were interviewed in person by the researcher using an interview schedule consisting of semi-structured questions was used to collect data for the study.

The results of the study indicated that :

Public and private school principals spent estimates of 48 and 54 hours per week respectively performing the varied functions of the principalship. Public school principals allocated 17 hours out of the 48 work week hours to the performance of instructional leadership functions of teacher evaluation, curriculum and teaching. On the other hand their counterparts in the private systems spent 16 hours out of the 54 hours per week performing the same functions.

Public schools attached great importance to teacher evaluation while private schools regarded the setting of school goals to be very important.

Although public and private school principals manifested variations relative to areas of priorities in the provision of instructional leadership, there was general agreement between both groups of principals that the four most essential elements in the provision of instructional leadership include: setting school goals, monitoring school goals, teacher selection and teacher evaluation.

Public and private school principals suggested that the role of the contemporary principal has changed and evolved over the past decades, it has become more complex, political, administrative and managerial.

Public and private school principals perceived instructional leadership (as a motherhood statement) as being a central component of their task. They did not believe that it can be easily extracted from the rest, and each principal operationalised and/or rationalized instructional leadership in their own way. They also described instructional leadership as the ability of the principal to be supportive and innovating of what takes place in the classrooms.

The most active participants in decisions relative to the provision of instructional leadership were the principals and the teachers. Both exercised major influences in the final decisions and/or negotiations in most of the activities of instructional leadership. However, the private school principals in this study seemed to limit the teachers' involvement to their areas of professional competences than do their counterparts in the public schools. Public school principals were also found to be less involved in the curriculum activities than the private school principals.

Parental and community involvement in the final decision-making processes or negotiations was not a major factor in both public and private schools.

Both public and private school principals exercised considerable general autonomy in the provision of instructional leadership within their school contexts.

Public and private school principals will like teachers and parents to become more involved in the provision of instructional leadership.

The study concludes by providing a number of implications for theory and practice in the provision of instructional leadership and making some recommendations for further studies.

DEDICATION

THIS THESIS IS DEDICATED TO MY CANADIAN PARENTS
JOHN AND GRACE D. GILBERT OF STRATFORD, ONTARIO.

WITH MY SINCERE THANKS AND APPRECIATION FOR YOUR
LOVE, PRAYERS AND SUPPORT AT ALL TIMES.

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Chapter I
INTRODUCTION.

1.1 RATIONALE.

Although public and private schools belong within two different educational systems, they exist side by side to each other throughout the province of Manitoba. Schools in both systems are headed by principals who occupy positions of significant influence and responsibility in the provision of educational leadership and the maintenance of conducive environments whereby teaching and learning activities can effectively take place. As heads of schools, they have overall responsibility for the life of the school and for the general welfare of the students who attend the school. As principals they have some power of position as designated leaders of their schools who cannot shirk their obligations (Heller, 1975). In the province of Manitoba, it is laid down in the Public Schools Act (1980) that the principal is the person who is in charge of the school in respect of all matters of organization, management, discipline and instruction. Reed (1978) suggests that the principal in his/her educational leadership role "is responsible for the setting and maintaining goals and standards, providing teacher and staff support, and for ensuring that a well organized structure is maintained in which educational

objectives can be nurtured " (p.45). Public school principals are in a position of great importance in determining specific aspects of the school organization, they are at the apex of school bureaucracy (Martin and Mcdonell, 1978, p.93).

The role and responsibilities of the public or private high school principal consists of many different tasks that require the use of varied skills. The modern principal's role has become more complex and demanding, she or he is consistently expected to perform a wide range of different functions.

Notwithstanding, persistent educational critics like Goodlad (1978) have criticized the displacement of educational aspects of leadership in favour of technical and human aspects of leadership. Goodlad (1978) contends that to put technical and human aspects of leadership above educational aspects of leadership is to displace the priorities of education. Furthermore, he contends, " Our work, for which we will be held accountable is to maintain, justify, and articulate sound, comprehensive programs of instruction for our children and youth.... It is now time to put the right things at the centre again. And the right things have to do with assuring comprehensive, quality educational programs in each and every school..." (p.326).

Similarly, Sergiovanni (1984) has also argued that the technical and human aspects of leadership are generic forces of management that are not unique to the school and its enterprise regardless of how important they may be suggested to be. Within the current " Effective Schools" literature there is a focus on the principal as instructional leader. However other authors question this emphasis and stress instead the managerial, political and/or administrative role of the principalship.

Although the principal is the head of the school and consequently likely to be a major determining factor of what takes place, the provision of instructional leadership is unlikely to be the responsibility of the principal alone; it may also involve other professional and nonprofessional members of the community. McCurdy (1983) says that:

Principals alone do not have magic powers to create good schools. It would be a mistake, moreover, to focus on principals at the expense of other critical factors such as teachers, textbooks, curriculum, school climate, funding, and the leadership of superintendents, other members of the administrative team, and school boards (p.7).

Similarly, Sparkes (1981) in his portrayal of the contemporary principal has said that:

The modern principal is a team leader and with this idea goes all the implications of the sharing of responsibility, of giving people the opportunity to influence decisions, of involving parents, pupils, teachers, department heads and vice principals in policy-making decisions (p.34).

Studies by Bossert, Dwyer, Rowan, and Lee (1982); Dwyer, Lee, Rowan, and Bossert (1983) on the instructional management role of the principal have also suggested that, among other factors, the community characteristics of the school impact the principal's management behaviour which in turn affects the school's climate and the organization of instruction. In the same vein, De Bevoise (1984), after a careful review of past research on the principal's role as instructional leader asserts that the exercise of instructional leadership by principals cannot take place in a vacuum: principals need the support of parents and the community. The meaningful involvement of other members of the community greatly strengthens the leadership role of the principal within the school. In his reference to the role of the private school principal Kraushaar (1972) writes:

In modern times the etiquette of administration calls for a wise head to share certain of his powers not only with his co-administrators, but with the faculty as well; and more recently he is obliged to ponder the extent to which it is either expedient or wise to hear the student voice in decision-making. The sensible head also listens to the views of parents and alumni....(p.174).

The above views and findings of practitioners and scholars however, do not dispute the fact that the principal plays an important role in the provision of instructional leadership; but rather suggest that other actors, and factors do impact upon the principal in carrying out such a role. He/she is perceived and regarded as but one of the many factors in the school who exert an influence upon the school's learning climate (Hallinger, Murphy, Weil, Mesa

and Mitman, 1983, p.88). Recent studies continue confirm that the principal has a discernible impact in a school's level of productivity (Brookover, Beady, Flood, Schweitzer, and Wisenbaker 1982; Clark, 1980; Hallinger, 1981; Leithwood and Montgomery, 1982; Purkey and Smith 1983). Furthermore, such research continues to support the suggestion that the principal is able to exert this influence when he/she adopts the role of instructional leader (Hallinger and Murphy, 1985).

During the last several years there has been an upsurge of interest in private schools across Canada. According to the Canadian Education Association (1984), the number of private schools increased from 876 in 1980-81 to 1148 in 1983-84, and they predicted that the number would reach 1203 by 1986. In 1983-84, about 4.7 percent of the country's total elementary and secondary school enrollment was accounted for by private schools (p.29). The recent data show that the trend has not changed, for example according to Statistics Canada (1987):

In 1985-86, as in previous years, the majority of students (94%) attended public schools. Because of this large proportion, enrollment increases in private institutions (from 2.4% of the total in 1970-71 to 4.8% in 1985-86) may seem relatively insignificant. Nonetheless, the increase in absolute terms is substantial: from 143,000 to 234,000 (p.7).

A similar growth of interest in private schools has also been occurring at the provincial level in Manitoba, with the

private educational sector gradually growing both in terms of the number of new schools being established and student enrollment figures. According to the Department of Education (1987) statistics, the number of students attending private elementary and secondary schools was 9776 in the 1986/87 school year. This means nearly five percent of the total school population is enrolled in Manitoba's private schools. (See Table 1).

TABLE 1
Public And Private Schools Enrolment Figures In Manitoba,
1978-1987.

School Yr.	Public	% as of total enrollment	Private	% as of total enrollment
1978-79	215663	96.28	8324	3.72
1979-80	208770	96.29	8041	3.71
1980-81	204395	96.00	8446	4.00
1981-82	200619	95.77	8832	4.23
1982-83	200453	95.44	9576	4.56
1983-84	199743	95.61	9159	4.39
1984-85	199474	95.58	9222	4.42
1985-86	199013	95.44	9512	4.56
1986-87	199390	95.33	9776	4.67

SOURCE : STATISTICS CANADA, 1987.

The gradual trend in the growth of private schools in recent years, may be due to the more flexible approach on the part of the provincial government to support the establishment of new private schools and the government's increased financial support in the form of direct grants. However, this provincial support to private schools has been greeted with mixed feelings from the different sections of the society. For example, proponents of private education say that it provides a valuable alternative to the public system.

On the other hand, opponents contend that some private schools are elitist, catering to a privileged few and that schools do not provide a good education to the pupils (Reynolds, 1988, p.17). For instance, The Manitoba Teachers' Society (1984) maintained:

It is the policy of the Manitoba Teachers' Society that private schools and parochial schools not to be eligible to receive financial support from the public treasury of the province of Manitoba. It is the position of the society that the provincial treasury constituted by all Manitobans as taxpayers is obligated to support a public school system engaged in the provision of quality education programs and services throughout the province. The society condones shared services agreement whereby designated public school facilities can be made available for use by private school students. Revenue for the operation of private schools, with the exception of services shared with public schools, should be provided by those citizens who elect to sponsor such private schools (p.269-270).

In spite of these differences in opinion, the provincial government has continued its support to private schools.

According to the Department of Education (1986) financial support to private schools is provided in several ways:

1. Direct Aid

This support is provided for private schools that offer an education of a standard equivalent to that in the public schools and that is taught by teachers with valid teaching certificates. One-half hour of religious instruction per day is allowed for support in private schools. This instruction may be provided by non-certified teachers. Effective January 1, 1986, support is provided in the amount of \$752 per full time equivalent pupil. Full time equivalent pupil is defined as the total number of pupils multiplied by the percentage of instruction day that the pupils are provided with equivalent public school instruction by certified teachers.

2.

Print and Non-Print Support

Commencing January 1, 1984, and continuing to 1986, print and non-print materials for private schools is provided at \$40.00 per pupil through the Manitoba Text Book Bureau. Any unexpended balance at year end remains as a balance at the Textbook Bureau.

3. Shared services

This support is provided to school divisions for the cost sharing education services, such as libraries, shops and home economics facilities, with private school pupils who attend public schools for the services. Effective September 1, 1985, and continuing in 1986, support is based on block and equalization support per pupil, calculated for individual divisions (approximately \$1,950 per full time equivalent pupil). Full time equivalent pupil is defined as the total number of pupils multiplied by the percentage of the

instruction day that the pupils are provided with instruction in the public school.

4. Transportation Support

School divisions and private schools may enter into an agreement providing for the transportation of private school children on division owned buses. The private school children are transported only on regular division bus routes. The school division is eligible under the Government Support to Education Program to claim the children for support subject to the regulations governing the transportation support to public schools. Effective January 1, 1984, and continuing to 1986, transportation support is \$410 per transported pupil plus 62.5c per loaded kilometer for distances per bus route in excess of 80 loaded kilometers per day, but not exceeding the transportation expenditures.

5. Clinician Support

Commencing in the fall of 1985, and continuing in 1986, private schools receiving direct aid are eligible to receive clinician services from the school division in which they are located. The amount of support is based on the clinician support per pupil that the division is receiving (approximately \$22 per pupil) and is paid to the school division.

In 1987 the per full time equivalent financial support was raised from \$752 to \$894. In addition, the private schools continue to receive textbook allowances and transportation grants (Reynolds, 1988, p.17).

Notwithstanding these developments, a review of the previous educational research in Manitoba shows that few studies have been conducted on private schools either as

separate entities or in collaboration with the public school sector. Yet because the two educational sectors exist in environments that are different from each other in terms of school organization, governance structure, methodology and policy they would seem to provide a rich potential for valuable research outcomes.

Chubb and Moe (1985) have suggested that " to the extent that the environments do differ substantially, the prospect of observing organizational consequences is also enhanced: school leadership, rules and structures and staff relations ought to differ substantially too (p.8).

A scarcity of information on private schools in general stems from lack of adequate research which as Erickson (1977) says may be because:

A vast majority of researchers and practitioners in education still make an automatic association between "education" and "public". They know private schools exist, but see no need to understand or investigate them, as if these schools were an anomaly, a set of expectations that don't matter much.... Wide spread neglect of private education as an area of study seems more surprising and unfortunate when one recognizes a major, recurring dilemma in educational research-- public schools are so remarkably uniform in policy organization and methodology that it is impossible, in studies focusing on these schools exclusively to obtain empirical evidence concerning variables which some scholars estimate, a priori, as pervasively influential (p.1).

In the light of these arguments, this study is focused upon public and private schools in Winnipeg with attention on the principalship in the two school systems for the

following two reasons. Firstly, the principal in his/her position has always been considered as the key person in the school and the provider of instructional leadership (Jacobson, 1973; Pharis, 1973). Mead (1968) contends that the principal is the key person responsible for the school organization; and recent studies of effective schools in Canada and the USA (for example Brookover, et.al.,1979; Blumberg and Greenfield, 1980; Persell, 1982; Levin, 1983; Purkey & Smith, 1983; Renihan & Renihan, 1983; Rowan, 1983; Clark, 1984; Sergiovanni, 1984; and Levin, 1986) point to the critical role of the principal in enhancing school performance through instructional leadership.

These studies have in many ways portrayed the principal as one of the most important and influential person in the school, who can contribute significantly towards successful and effective teaching and learning activities. Secondly, as mentioned in the preceding pages, an examination of educational research in Manitoba reveals that, currently , there appear to be no studies which have been conducted that compare the role of the principal in the provision of instructional leadership in the two educational sectors.

However, this scarcity of information on the principalship in the public and private school systems is not unique to Manitoba. For instance, Greenfield (1982), in his review of past studies on the principalship in the USA concluded that there have been too few studies of the

principal in context aimed at understanding the situational factors and their relationship to the principals' behaviour. He particularly pointed to a need for such studies to be carried out in public and private school contexts in view of the scarcity of information on the principalship in public and private schools.

This study was conducted for the purpose of gathering current descriptive information on the role of the principal in the provision of instructional leadership in the public and private high schools in Winnipeg. This was done in order to provide a perspective on: first, the importance that principals assign to the role of instructional leadership in contrast to other demands of their job; second, the principals' perceptions of the contemporary role of the principal; third, the current areas of priorities in the provision of instructional leadership; fourth, the involvement of other groups/individuals in the provision of instructional leadership; fifth, the principals' autonomy in the area of instructional leadership and the areas in which the principalship differs between public and private high schools.

A methodology in which seven (7) public and six (6) private high school principals were interviewed face-to-face using an interview schedule consisting of fairly complex structured questions was employed to investigate the above mentioned major areas of interest.

1.2 PROBLEM STATEMENT.

The primary purpose of this exploratory research was to examine and compare insights of public and private high school principals in Winnipeg area schools relative to their current role in the provision of instructional leadership in the following areas: (1) the setting of school goals, (2) curriculum development, (3) teacher evaluation, (4) teacher supervision, (5) teacher selection, (6) staff development, (7) monitoring the goals of the school, and (8) student evaluation. Specifically, the study addressed the following sub-problems:

1.2.1 Sub-problems.

1. How important do public and private school principals regard their roles in the provision of instructional leadership in their schools?
 - a) How important do principals view their instructional leadership activities in relation to other functions (ie. administrative, managerial, political) that they are required to perform?
 - b) How important do principals regard different elements of their instructional leadership role? (ie. the setting of school goals, curriculum development, teacher evaluation, teacher

supervision, teacher selection, staff development, monitoring the school goals, and student evaluation.)

2. To what extent do public and private school principals see the provision of instructional leadership within their schools as a shared responsibility with other professional and non-professional members of the school community?
 - a) To what extent do principals perceive other selected actors as being involved in the provision of instructional leadership in their schools?
 - b) To what extent do principals feel that other selected actors should be involved in the provision of instructional leadership in their schools?
 - c) To what extent do principals feel supported or constrained in their instructional leadership role by the involvement of other selected actors?

These problems led, therefore to the gathering of information in order to examine and compare the principal's role in the provision of instructional leadership in public and private schools in Winnipeg area schools.

1.3 BASIC ASSUMPTIONS.

The following two basic assumptions were made:

1. It was assumed that the perceptions and opinions of the public and private high school principals would provide an adequate picture of the role of the principal in the provision of instructional leadership in their schools.
2. It was also assumed that the use of an interview schedule consisting of fairly complex structured questions would provide sufficient and valid data to make comparisons of the role of the principal in the provision of instructional leadership in the two educational sectors.

1.4 SIGNIFICANCE OF THE STUDY.

In the past years research in the field of educational administration has been primarily focused on the role of the public school principal particularly at the elementary school level. For instance, in Manitoba several studies relative to the public school principalship have been written by (William, 1963; Tovell, 1973; Murison, 1974; Didyk, 1981). William (1963) conducted an evaluation of the role of the supervising principals in Winnipeg elementary schools. Tovell (1973) attempted to ascertain elementary school teachers' perceptions and expectations of the

supervising role of their principals. Murison (1974) sought to identify and analyze political pressures brought to bare upon secondary school principals, while Didyk (1981) studied the relationships between personal characteristics and organizational conditions that impact the principal's career experience of psychological success.

All these studies have dealt with the public school principal only, none of the investigations included the private school principal. No studies have been devoted to the position and role of the principal of the private school either independently or in comparison to the public school principal. Hence, this study has significance of being exploratory and the first of its kind in Winnipeg. It would provide useful information that could be added to the advancement of knowledge about education in Manitoba. Comparative studies provide a particularly fruitful avenue for advancing knowledge (Erickson, 1977). The data obtained from the study should prove useful as a basis for further studies of the public and private principalship. The research findings may also be of some value to the principals of public and private high schools promoting more cooperation and the sharing of information between them.

1.5 DELIMITATIONS.

This exploratory study was restricted to those public and private school principals whose schools had grades seven through twelve and which were located in Winnipeg. This restriction was necessary in order to survey principals of schools having similar grades and comparative student enrolment figures.

Another delimitation was also applied to the location of the schools in order to enhance the comparisons of principals within very similar geographical settings. Therefore the study was confined to schools within the city of Winnipeg only. The study was also delimited to principals of day schools alone. Finally, only the perceptions of principals were sought.

1.6 LIMITATIONS.

Due to the comparatively small enrollments of private schools, it was not possible to get schools in the two sectors with exactly the same staff and students populations. Therefore the selection of public schools was restricted to small school divisions in Winnipeg.

1.7 RESEARCH PROCEDURE.

In order to facilitate this study of the role of the principal in the provision of instructional leadership, the following techniques were employed for the collection of data:

1.7.1 Interviews.

The interview was the primary technique used for the collection of data. An interview guide consisting of scaled, objective and open-ended questions was designed, pre-tested and administered by the researcher to the respondents in their schools in person. The questions asked for both written and verbal response answers. Notes were taken by the researcher and where consent was granted responses were recorded on tape and later transcribed.

1.7.2 School Documents.

The respondents were asked to provide the researcher with school documents containing the goals, policies and job descriptions of the principal. This technique was employed to supplement information obtained from the interviews.

1.8 DEFINITION OF TERMS.

To facilitate the reading of this thesis, the following terms are defined below that either are unique to the language used in educational administration, or are operationalized for the sake of this study:

Instructional Leadership Role:

The type of activities or functions planned by the school personnel, led by a principal and carried out by the staff which will ensure high quality of the teaching-learning processes in a school setting. It is always a planned purposeful process that does not happen by chance nor is it an incidental or accidental process.

Legal/Rational Authority:

The use of rational procedures for rule-making and enforcement and the rights of individuals within the constraints of the Law.

Managerial/Administrative Role:

Involves the administrative tasks associated with the carrying out district, and school policies such as planning, decision-making, gathering and dispersing information, building maintenance, budgeting, hiring, scheduling classes, grouping of students, completing reports, and dealing with conflict between varied participants. It involves what is done to maintain organizational stability.

Political Role:

The principal's use of formal and informal influence to persuade, deflect, enlist, students, teachers, parents, or school officials to build support for or overcome opposition to what the principal desires. It connotes a means of getting done in an unpredictable, uncertain world by the use of power in achieving goals.

Private School:

Elementary and secondary schools that operate outside the public system. That receive or may not receive provincial financial support, but they are managed privately by an individual, association or corporation.

Public School:

Elementary and secondary schools that are supported by local taxation and/or provincial grants and administered by local school boards in accordance with the Education Act of the Province.

School Environment:

The forces that variously generate support, opposition, stress, opportunities for choice and demands for change in the school. These may include parents, administrators, socioeconomic conditions, and politicians.

Traditional Authority:

Authority vested in an individual holding a particular social position. In this case the high school principal.

1.9 ORGANIZATION OF THE THESIS.

The thesis consists of five chapters. The first chapter has contained an introduction to the study, its focus, extent and design; the second chapter contains the highlights of related literature; the third chapter consists of the description of the methodology of the study; the fourth chapter constitutes the analysis and discussion of data; the fifth chapter contains the summary of the major findings, conclusions and recommendations for further studies.

Chapter II

HIGHLIGHTS OF RELATED LITERATURE.

Although the primary theme of this research was to examine the instructional leadership role of the principal as perceived by the principals of public and private high schools in Winnipeg area schools, this chapter on the highlights of related literature cover in some detail those publications pertinent to the subject of public and private education in general. The areas discussed include: private schools in Manitoba; the governance of public and private schools; the importance of the principal; the nature of demands made on public and private school principals; leadership styles and the role of the principal as instructional leader.

This was thought to be necessary in order to enhance the discussion of the major goal of the study the instructional leadership role of the high school principals in the public and private educational systems. In view of the scarcity of Canadian data the bulk of the information described below has often been derived from sources in the United States. Though the education system in Canada has differences from that in the United States, Shuttleworth (1977) has suggested that:

Events in Canada are profoundly affected by trends in the United States. We are part of the same economic and media community. Most changes and so-called innovations in Canadian education are but a reflection of what has already happened below the border. Most of our learning materials originated there. Much of our expert opinion emanates from their experience (p.27).

The literature reviewed suggests that public and private school principals perform their roles in educational systems that may be distinct from each other in terms of governance, administration, policy, environments and settings. This may result in variations in the patterns of influence and authority over basic matters of policy and personnel that affect both the principals' performance of daily tasks and their ability to operate their schools. For instance, the literature suggests that the public school sector appears to be characterized more by politics, hierarchy, and legitimate democratic authority than may be the case in the private sector.

Chubb and Moe (1985) have suggested that the private school sector is characterized more by a market orientation, voluntarism and competition than in the public school sector (Chubb and Moe, 1985, p.4). Such environmental differences may tend to create variations in organizational control, differences in constraints and complexity between the two educational sectors that may have the potential to affect, influence and/or determine the principal's effectiveness and ability to provide educational leadership in the school. According to Chubb and Moe:

The quality of leadership in a school does not inhere in the individual filling the role. It is contingent on the demands, constraints, and resources coming from the environment (p.19).

Notwithstanding, Jwaideh (1984) contends that one significant factor that shapes the principals' perception of their role in the school system is dependent on the extent they realize that they, instead of other external factors will determine the course of their actions. Jwaideh is not underestimating the ever growing demands and constraints which the principal is confronted with because she goes on to say:

The principal is undoubtedly subject to numerous pressures exerted by tradition, prevailing practice, district administrators and policies, teachers and organizations, parents, the community, and, of course, students themselves. However, the principal is a prisoner of these forces only if he lacks the strength and vision to create his (her) own role (p.9).

Oppositely, Allison (1983) has suggested that the contemporary principal works within a hierarchical system whereby he/she occupies the lowest management position. As a result he (Allison) contends:

The main functions revolve around the implementation of provincial policy, the application of Department and Board regulations, and the maintenance of a politically, rather than a personally acceptable set of standards. Principals are in effect more of a tool of their hierarchical and political masters than autonomous heads of educational institutions (p.20).

In the same vein researchers (Hill, Wuchitech, et al, 1980 and Rogers, 1980) have reported that principals feel

less in control of their schools, but instead they are hemmed in by regulations, and caught between the layers of school hierarchy.

This study was an attempt to describe and compare the role of the public and private high school principals in the provision of instructional leadership within the two different educational contexts.

2.1 PRIVATE SCHOOLS IN MANITOBA.

The responsibility for the provision of private education in Canada, the USA, Australia and other regions of the world is primarily a private undertaking but may involve governments in varied and different ways. Within the Canadian context the responsibility for the provision of education is essentially a provincial matter as stipulated in Section 93 of the Constitution Act of 1867.

More specifically, with reference to the province of Manitoba, the Manitoba Act of 1870, contains the following provisions in clause 22:

1. In and for the province, the said Legislature may exclusively make laws in relation to education subject and according to the following provisions:
2. Nothing in any such Law shall prejudicially affect any right or privilege with respect to Denominational Schools which any class of persons have by Law or Practice in the Province at the Union:

3. An appeal shall be to the Governor General in Council from any Act or decision of the Legislature of the Province or any Provincial Authority, affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education:
4. In case any such Provincial Law, as from time to time seems to the Governor-General in Council requisite for the due execution of the provisions of this section, is not made or in case any decision of the Governor-General in Council on any appeal under this section is not duly executed by the proper Provincial Authority on that behalf then, and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this Section, and of any decision of the Governor-General in Council under this section.(p.40)

The provision for the existence of private schools is laid out in The Public Schools Act and The Education Administration Act. The province of Manitoba allows pupils who are receiving satisfactory instruction outside the public school system to be excused from attending a public school. All that is required of such alternative schools is to satisfy the requirements that the education they are offering is equal to or better than that offered in the public school system. These are requirements stipulated under the "Agreement With Private Schools" in Part IV of the Public Schools Act of 1980 which state:

60 (5) The minister may pay to the private school by way of grants under the regulations in respect of instruction and services that are offered by the private school to children enrolled in the private school where the minister is satisfied that

1. (a) the private school teaches a sufficient number of courses approved under The Education Administration Act to ensure that children enrolled in the private school receive an education of a standard equivalent to that received by children in public schools; and
2. (b) the teachers teaching the approved courses to children enrolled in the private school hold valid and subsisting teaching certificates issued under The Education Administration Act;

and the minister may make regulations respecting the making of grants under this section.(

S.M.1980.c.33,s.60;Am.S.M.1980-81,c.34,s.11.).

However, unlike Saskatchewan and Alberta, Manitoba has no separate school system. Schools in the province are either "public" or "private" (Phillipson, 1978 ; Thomson and Higgins, 1986).

Before 1978, private schools received no direct funding from the provincial government but did enjoy some benefits under the "Shared Service Legislation" introduced in 1965. Presently, the provincial government supports private schools in the form of shared services and direct grants as outlined in the Public Schools Act of (1980). However, Phillipson (1978) points out that prior to the School Act of 1980:

...nearly all private schools in the province were put on schedule C of the Public School Act at the 1977 session of the legislature, thereby making them eligible for shared services benefits.... For example, they can order textbooks up to the limit of the per pupil textbook and other print and non-print materials grant through the division in which they are located. They can

also enter into shared services agreements to have their eligible students transported on the public school buses. The school division receives the transportation grant therefore. Finally, the private schools may enter into shared services agreements with the public school boards to have services provided by the public school system. Such services usually entail the teaching of home economics, industrial arts, etc, in the public school. The public school system offering the service receives a "shared services grant" from the province for doing so. (p.47)

At present the provincial government gives the shared services grant at the rate of \$1240 per full-time equivalent student to the school division for the provision of services such as libraries, shops and home economics facilities to private schools (Thomson and Higgins, 1986, p.437). The "direct grants" are made available to private schools which take the initiative to apply for the grants. To qualify for provincial funding, a private school is required to teach the Manitoba Department of Education curriculum and hire certified teachers.

Most of the private schools qualify for and accept the grants. Although the provincial government exercises some control over those schools that it funds, it does not exercise control over the schools that decline to accept the funding. However, under the provincial legislature such schools are subject to evaluation and examination by the Minister of Education or his/her department if there is a suspicion of inadequate and improper teaching practices (Reynolds, 198, p.17). Shapiro (1985) summarizes the type

of support private schools get from the provincial government when he wrote:

In Manitoba, public education is non-sectarian. Private schools are required to provide a curriculum and a standard of education equivalent to that provided by the public schools. In addition, in order to receive public funding, private schools must both satisfy the Minister of Education as to the standard and, when teaching the approved courses, employ only teachers holding certificates issued under the Manitoba Education Administration Act. Public funding takes the form of annually revised per-pupil grants for instructional and textbook purposes. In 1984-85, these grants amounted to \$622 and \$40 respectively, representing approximately 20% of the Manitoba per-pupil operational grants to the public schools. When endorsed by the Minister of Education, shared services agreements can be signed by private schools and public school divisions for the provision of services such as transportation, industrial arts, home economics, and clinical assessments. The Dept. of Ed. provides school divisions full time equivalent funding for the private school students participating in such agreements (p.12).

In recent years, there has been a gradual growth in the number of private elementary and secondary schools that have been established, and also a growth in the students enrolment figures throughout the province. This has occurred at the same time that public school enrolment figures have been decreasing. Manitoba Education statistics (1985) indicate that just under 10,000 students are enrolled in private elementary and secondary schools in the province. This number represents about 5 percent of the total enrolment figures of the combined educational sectors.

During the school year 1977/78 there were 53 private schools throughout the province, but presently the figure is 85. Thirty five of these schools are located in the city of Winnipeg. (See Appendix B.) Private schools in Manitoba can be characterized as being diverse and decentralized. The majority are religious-affiliated schools. The remainder are non-religious independent schools.

Most of the private schools are small in size in comparison to public schools in the province. They vary in enrolment from as low as 10 to over 500. Furthermore, the cost, the curriculum and philosophy behind the operation of each school differ. Some of the schools are co-educational and others are not. Some are residential while others are day schools. Students may be or may not be residents of the province.

In a study of private schools in Winnipeg, Vanderstoel (1979) refuted the commonly held misconceptions that private schools are exclusively attended by the children of the rich, and for religious reasons only.

As a result of this variety one expect that the role of the principalship would be conceived differently and that governmental involvement would be limited in the private school sector than might be the case in the public system.

2.2 THE GOVERNANCE OF PUBLIC AND PRIVATE EDUCATION.

Public and private schools are usually operated differently. In their description of the two educational systems in the United States, Chubb and Moe (1985) distinguished:(a) the systems of governance, (b) administrative complexity and (c) resources, as three aspects that potentially present fundamental differences between the provision of education in the two educational sectors. They also suggested that these differences may likely be responsible for the patterns and sources of influence that impact the principals' educational leadership role within their school contexts. For instance, public and private schools may differ in terms of their systems of governance. As Chubb and Moe (1985) elaborated:

Public schools are governed by legitimate democratic authority. They are established, ruled, and supported by local state, and to some degree the Federal Government, and they are ultimately controlled by the people--the parents and other adult members of the local school district.... As a result, public schools are legally obligated to satisfy all democratically expressed demands that are made of them.... Private schools by contrast, are not governed in any democratic sense; they are owned and managed. Parents have no legal right to participate in their operation. Private schools are legitimately controlled by their owners, who are entitled to contract to satisfy whatever parental demands and to educate whatever children they choose (p.8).

The systems of governance between public and private school sectors in America, they argued are different. Similarly, Connell, et al. (1982) have observed that in

Australia; public schools are governed and administered as bureaucracies, while private schools are operated more-or-less as market systems that are self-governed and legitimately controlled by their owners. Within the Canadian context, public and private schools are governed by local school boards and private individuals, associations or corporations respectively.

The communities served by the two educational systems are also different, public schools are democratic institutions established to serve members of given geographical locations. On the other hand private schools serve specific communities which are bound together in many ways that transcend geographical locations and generally can choose who to admit and who to exclude. Wikinson (1977) writing on public and private schools in Canada pointed to the fact that public schools have been established by law, are financed from public revenues, and are therefore operated as instruments of government policy. Hawkins (1985) also suggests that public education is public in that it derives its authority from the various publics.

In Manitoba, public schools are established and operated by local educational authorities according to the Public School Act of the Province. Private schools in the province, on the other hand, are self-governed, and are legitimately controlled by their owners, whether they are church-affiliated or non-sectarian. It is from this perspective that Salganik and Karwett (1982) say:

The differences in governance structure of public and private schools are closely related to differences in legitimacy. Public schools are expected to respond to expectations expressed through the public process, but private schools are governed primarily by their communities.... Self-governance suggests that private schools are free to maintain a stable identity without responding directly to every new educational theory or interest group's particular concern (p.155).

The self-governing character of private schools also allows each of them to have considerable control over operating characteristics such as size and focus. Secondly, as a result of their differences in governance, the two educational systems may also tend to differ in administration. According to Chubb and Moe (1985), "private schools may find themselves embedded in extensive hierarchies; however, the environments of public schools make them more likely to be administratively complex than the environments of the private schools." In an earlier study of parochial schools, Fichter (1958) indicated that:

A comparative analysis of the two types of schools shows that the public school is caught up in a rigid, stratified complex organization. The question here does not concern the number of levels in the hierarchy of each system, but the manner in which the people at each level operate in relation to the others. The public schools are more bureaucratic...the point here is that the public school system is relatively rigid and formalized (p.401-402).

In Manitoba there are many small school divisions (rural) that are not highly bureaucratized. However, this study deals with an urban context where this statement would

appear to have greater relevance. Because public schools are closely linked to the government, Salganik and Karwett (1982) suggest that, " there is hardly an aspect of public school operation that is not constrained by mandates that originate outside the school community " (p.157). The systematic coordination of individual schools from the centre make them complex and highly bureaucratic in governance. " Each school becomes a unit in a much larger system and is administered through the multiplication of rules and regulations, of offices and personnel, and of experts and committees regardless of the individual school size " (Fichter, 1958). Similarly Chubb and Moe (1985) agree that the administration of public and private schools may differ because:

The public school is subject to a powerful superintendent and a large bureaucratic central office, the private school subject to umbrella organizations such as an archdiocese. But however, byzantine the respective supervisory structures, the public structure is almost bound to be more so. It embodies the demands of several levels of governments each of which is providing resources, imposing regulations, and trying to realize various objectives. The demands on the public schools therefore go well beyond those of the parents whose children are in attendance (p.9).

Unlike the public school system, the self-governance feature of private schools allows them to be considerably free from legitimate government authority and control. Their hierarchies appear to rise to a single peak: a sole authority such as a governing board. For example, in Manitoba a Catholic high school is governed by a diocese,

Lutheran schools are governed on a synod basis while Jewish schools and other private schools have central offices to provide leadership, services and coordination needed for the operation of the schools. However, these systems are less complex and bureaucratic than those found in the public school sector. Hence, the private school principal is not likely to be under constraints and restrictions due to the governance and administrative structures.

On the other hand, the public school principal has the potential of being subjected to a system of rules and regulations from above, unlike his/her counterpart in the private school sector. This may be because the public school is more complex in its administrative structure and operates more or less as a bureaucratic system, consisting of rules and regulations and a hierarchical order that is not present in the private school system.

The principal of the public school, as reported by Fichter (1958) in his research of public and private schools in the United States is:

Appointed by his educational superior the superintendent of the school system. He cannot and does not do anything on his own decision except purely routine matters and this operates mainly on orders from above. The duties of principals are highly regularized; they are spelled out in formal phrases printed in a booklet. Directives from the superintendent of schools, as well as numerous city and state regulations confront the public school principal at every turn (p.403).

More current research findings support his results. For example, Chubb and Moe (1985) in their review of studies on public and private schools report that, public school principals operate in more complex administrative environments than do private school principals, and that numerous demands from legitimately entitled participants influenced their authority. Salganik and Karwett (1982) assert that the system of authority in private and public schools differs. They claim that although both school systems use legal/rational and traditional authority, nevertheless, public schools depend more upon legal/rational authority whereby "bureaucratic superiors exercise power by enforcing intentionally established rules about behaviour or technical methods within a specified sphere of authority" (p.154). Oppositely, private schools rely more on traditional authority whereby emphasis upon responsibilities and rights are linked to particular status position.

Therefore, the private school principal, in contrast to the public school principal, is potentially freer to make decisions and to run the school on the basis of his/her knowledge, competence and experience. In contrast to this suggested autonomy of the private principals Grant (1981) says that their counterparts in the public sector may be described as rational administrators of policies determined elsewhere, and may therefore be to a considerable extent denied the authority to use their personal judgement, unlike

private school principals who appear to be perceived as advocates of their schools' philosophies. For instance, Drahmman (1981) portrays the private school principal as:

The leader of the community of the faculty and staff which serves the student body of the school. This is in many respects the most significant aspect of the role of the principal, since it is the adults in the school who affect the students and are responsible for the growth of these young folk for whom the school exists.(p.12)

These opposing views point to the fact that research in this area is not always consistent therefore providing a justification for more comparative studies of public and private schools. However, in an observational study of public school principals, Rogers (1980) reported that principals interpreted their role to be primarily carrying out the system's rules and procedures and that one of the main sources of pressures felt by the principals came from the upper administrative bureaucracy with its requirements of routines, paperwork and conflicting regulations. This however has been disputed by McCurdy (1983) who stated that:

Principals often bemoan the limits placed on their authority, but Van Cleve Morris and a team of investigators discovered that often just the opposite was the source of the principal's problems " Complaints by principals about organizational procedures... are more likely to center on the vagueness of language and lack of clearcut administrative direction than upon the rigidity and restrictiveness of 'tight' rules that provide too little administrative direction (p.22).

In the same vein, Dwyer (1983) in a study of the instructional management role of the principal reported that

despite the principals' complaints about rigid regulations, paper work, and the diminishing power of the principal as may have been suggested in other studies the principals he studied exercised discretionary control within their school contexts.

The third basic difference between public and private schools is in the area of finance or resources. Gorton (1983) is of the opinion that the lack of resources whether human, physical or financial may prove to be a great obstacle in the exercise of instructional leadership.

According to Gorton, " An administrator may want to lead, and the situation and expectation of others may call for his leadership. But if the resources necessary to implement his leadership are inadequate, the administrator will be facing a significant constraint" (p.264). Notwithstanding, public schools have their resources allocated to them by their school authorities. Therefore, "they depend on the beneficence of various political processes that include a host of participants other than parents, and their own ability to bargain for funds from their local superiors" (Chubb and Moe,1985,p.10). In the private school sector, although there is competition for resources between the schools, most of the schools depend primarily upon their particular communities for support.

Based upon what has been discussed above the following points can be made about the two educational systems:

1. That the systems of governance between public and private school sectors within which the principals operate are different, public schools particularly in urban areas are more-or-less governed and administered as bureaucracies. Private schools on the other hand tend to be operated more-or-less like market systems which are self-governed and legitimately controlled by their owners with little or no intervention from the government.
2. That the public principal, characteristically operates under a central system of governance and therefore is administratively subject to detailed and carefully spelled out procedures. On the other hand, his/her counterpart in the private system works within an autonomous domain with a decentralized system of governance that may be less complex administratively.
3. That private schools are to some extent characterized by voluntarism rather than governmental control.
4. That the communities served by the two educational systems are different. Public schools because they have been established by governments are democratic organizations that serve everyone in a given geographical location. Private schools on the other

hand serve specific communities and therefore their communities transcend geographical boundaries.

These differences may have the potential to influence the principals' interactions with staff, immediate school authorities, and school communities, their patterns of responses and the degree of autonomy they have as they undertake to provide instructional leadership which this study addressed.

2.3 THE IMPORTANCE OF THE PRINCIPAL AND THE DEMANDS OF THE PRINCIPALSHIP.

The principal's position in the school is still held with considerable respect, and recognized as very unique, and indispensable to the operation of the school. Current literature and research in education recognize the significance of the principal role in both public and private sectors of education. His/her position in the school is generally regarded as being pivotal to the success of education. Wadelius (1978) suggests that:

The cliché, "as is the principal so is the school", has remained generally true so that the principal is looked upon by teachers, senior administrators, the school board and the public as the most accountable person in the educational hierarchy (p.2).

As a legally designated leader of the school he/she occupies a highly responsible position in the running of the school.

2.4 THE IMPORTANCE OF THE PRINCIPAL IN THE SCHOOL.

According to Rosenberg (1965), the significance of the principal grows out of his/her role, functions and responsibilities. As head of the school, he or she is heavily involved in the phases of planning, organizing, motivating, guiding, interacting and controlling the daily running of the school. Heller (1975) categorizes the tasks that the principal is usually required to perform as: scheduling; budgeting; working with community groups; motivating the staff; working with students; providing instructional leadership; supervising classrooms; attending meetings; communicating with various publics; developing transportation routes; developing rules and regulations for attendance, health and safety, student placement; reporting to parents; inventorying; and providing a proper image (p.13). Channon (1967) says the principal sets the tone for the school, and Meade (1968) contends that he or she is the key person responsible for the product of the school organization.

The principal has also been portrayed as the single and most important determiner of the educational climate of the school (Greene, 1972). Stewart (1972) in a study sponsored by the " Canadian Education Administrator " described the public school principal as occupying a unique and important position when he reported that:

Strategic is perhaps the best single word to describe the high school's principal's position in

the education hierarchy. He sits in a key spot as a middle man between the central office and the teachers (p.130).

As the critical person in the school, his/her status and power make him or her the key to the ideology and organization of the group (Jacobson, 1973; Pharis, 1973). The success of any school in the provision of education very much depends upon the skills with which the principal administers the school.

The principal has been consistently perceived to occupy a crucial position in the educational enterprise (Greene, 1972, Rentsch, 1976). Gue (1977) has also depicted the principal as a central figure in the creation of a well functioning school for the education of its youth. Similarly Brown (1984) contends that the principal as head of the school has both a visible and an invisible influence upon what takes place in the school. She/he has a profound effect on both the educational programme and ultimately the students' performance.

Jackson (1978) has also described the principal as having the most important role in the educational system. He or she is perceived to affect the effectiveness and the success of teachers in their teaching and students in their learning.

Notwithstanding, Fullan (1982) has observed that in the past twenty years or so, the role of the principal in Canada has increasingly become "more complex, overloaded and

unclear "(p.201). Prior to this observation, two other Canadians have expressed similar perspectives. For instance, Fraser (1971) observed that the traditional role of the principal has changed from what it used to be at its inception in the early days, and urged for a redefinition of the role and responsibilities of the position in order to make the principals more effective. Sharples (1978) stated:

The principal's main task has changed from that of resolving major educational issues to promoting the development and personal growth of the subordinates so that they may make educational decisions themselves (p.11).

The above views of Canadian educators and practitioners appear to suggest that there have been changes in the role of the principal that might have had consequences upon his/her role in the provision of instructional leadership. This seemed to be supported by the principals investigated in this study.

The principal has become the focal point of contacts between the different components of the social organization.

Conversely, Chubb and Moe (1985) contend that several studies of effective schools (for instance, Brookover et al., 1979; Blumberg and Greenfield, 1980; Persell, 1982) point to the key role the principal plays in creating quality education in the school. They argue that such studies have shown that excellence in education demands a principal who: articulates clear goals, holds high

expectations, exercises strong instructional leadership, steers clear of administrative burdens, and effectively extracts resources from the environment (p.19).

Gue (1977) insists that the principal is the central person in the creation of a feeling of membership in a well-functioning school organization. He postulates that it is the principal's role that is one of those factors which influence the school's ability to educate its youth. Similarly Brown (1984) suggests that as head of the school, the principal has a visible and invisible influence on what happens; and that the visibility of the principal, and the visibility of his/her principles, profoundly affect the quality of the educational programs and the resultant student achievement " (p.755-56). As the "person in the middle", the principal is caught between the central office and the school board on the one hand, and between teachers and parents on the other (Strother, 1983, p. 291). In this position Stewart (1972) contends, the principal is well placed to enhance and " facilitate communication up and down the ladder. Potentially, his influence in shaping the character of education is great. He is where the action is in education. The scope of his mandate offers challenge and opportunity " (p.130).

This puts the principal in a position of considerable influence over what takes place in the school and makes him/her a determiner of the effectiveness and success of education. As Barth (1978) puts it:

The principal is the key to a good school. The quality of the educational program depends on the school principal. The principal is the most important reason why teachers grow...or are stifled on the job. The principal is the most potent factor in determining school climate, show me a good school and I will show you a good principal. Study after study suggest that when a principal provides strong leadership, a school is likely to be effective. Without capable leadership, it probably won't be (p.8).

On the other hand, the private school principal according to Drahmman (1982) acts as the liaison between the faculty and staff with the board, pastor, parents, and the community outside the school.

This section has noted the importance that is given to the position of the principal as head of the school. There seems to be considerable consensus by both researchers and practitioners that the principal is in a position of influence over what takes place in the school. He/she occupies central position around which the functions and interactions of the school revolve with far reaching implications upon the provision of insructional leadership and consequently the student academic achievement. In the next section of this chapter the principal's position was related to the nature of the demands that are made upon his/her time in the daily running of the school.

2.5 NATURE OF DEMANDS MADE ON PUBLIC AND PRIVATE SCHOOL PRINCIPALS.

In textbooks and journals in educational administration, the principal has been viewed from every possible angle. He has been well and truly classified and filed. There are many labels from which to choose--initiator, co-ordinator, evaluator, communicator, organizational analyst, change agent, administrative mechanic. Each label says something about the principal; very rarely, however, do we meet the whole man in the textbook descriptions (Ward, 1975, p.12).

The testimonies of principals and professional writings on the subject of the principalship reveal a surprising array of demands on the time, energy , and ingenuity of principals in the school system. The principals are expected to perform tasks that differ greatly in importance. They vary from as little clerical tasks and those that may result into far reaching consequences both to the persons concerned and the school system (Yeager, 1949, p.311). As high school principals they are expected to fulfil many and varied roles such as morale builder, teacher evaluator, executive officers, leaders, organizational change agents, behavioural scientists, instructional leaders, school managers, politicians and facilitators, pupil services coordinators, disciplinarians (Gorton, 1983).

They are also faced with increasing demands from school administrators and pressures from parents (Krajewski, 1978, p.65). Researchers (Becker, 1971; Hills, 1982; MTS, 1978; Musella, 1981; Rogers, 1980;) have identified several role expectations of principals some of which are providing

educational leadership, teaching, developing curriculum, encouraging teachers' professional development, demonstrating pedagogical techniques to teachers, providing for student growth, assisting with school-associated functions, being involved in community relations, being responsible for school finances, overseeing school facilities, providing school organization and evaluation and supervising clerical workers.

The job of the contemporary principal has become increasingly complex, due to the growing complexity of the school organization the amount of time principals can spend in direct contact with the teaching-learning process has been drastically reduced. As a result principals have frequently claimed to have little time that they can use in the exercise of educational leadership. The increased administrative load has meant that the principals' "opportunity to demonstrates competence and professional expertise in teaching, the basic task of the enterprise " has been curtailed (Schwartz, 1980, p.24).

In reference to the principals in Manitoba, Collins (1980) says that the current principal's position does not deserve to be "envied" in spite of the fact that the departmental regulations say that " the principal shall be in charge of the school in respect to all matters of organization, management, discipline and instruction " (p.31). He argues that the public principal's power is

checked by other factors such as the school board, the Department of Education and increasing professionalism of the teachers whose:

varied expertise and the flexibility of the curriculum make it impossible for any single principal to be fully conversant with content and methods of instruction. Outside the school, special interest groups have learned how to use their political weight to challenge the principal's power. A further limitation is purely and simply physical--no principal can forever control the demands on his/her time made by an endless stream of parents, students, teachers, superintendents, trustees, custodians and others.... (p.31).

Therefore it seems that the principals in Manitoba like their counterparts elsewhere are potentially faced with imbalance of responsibility and authority, as they attempt to fulfill the varied tasks of the job of the principalship within their school contexts and environments. Allison (1983), contends that it makes the public school principals' "major functions revolve around the implementation of provincial policy, the application of Department and Board regulations, and the maintenance of a politically, rather than a personally acceptable set of standards" (p.20). Research by (Hill, Wuchitech, and Williams, 1980 and Rogers, 1980) has also suggested that principals are conscious of having less control of their schools, hemmed in by regulations and caught between the layers of the school hierarchy. Thus, even though principals may envision the role of instructional leader as their primary role, they are constantly besieged with administrative functions that call

for " keeping the ship on an even keel, in maintaining the existing order in their schools" (Blumberg and Greenfield, 1980, p.16).

In spite of this, " Principals have occupied and continue to occupy positions of power in education...remain effectively able to structure the school experience of their students" (Schwartz, 1980, p.30). Conversely, Zlotnik (1986) has said that principals have continued to live " in tension between two conflicting role expectations: that of educational leader in a collegial team and that of a member of the management team responsible for administering board and/or government policy at the school" (p.16).

This suggests that both practitioners and scholars have continued to hold differing expectations concerning the role of the principal. Blumberg and Greenfield (1980) said that " principals frequently are expected to be all things to all people, to do all things and to do them well" (p.16). These varying views have been expressed in empirical studies, researchers have produced findings which have shown that the principals' functional role behaviours are frequently at variance with their idealized ones.

It is unfortunate that there are generally few comparative studies of public and private school principals indicating that information is very scarce and limited (Erickson, 19777; Greenfield, 1982; Wanaski and McCleary,

1980) to allow for adequate comparisons. Until recently a few studies that have been done were not focused on the principalship as the main variable of the research (Fitcher, 1958; Krushaar, 1972; Baird, 1977; Abramowitz and Stackhouse, 1980; Connell, et al, 1982; Coleman and Hoffer, 1985; Chubb and Moe, 1985). Nevertheless, these investigations have however given some useful insights with relative to certain aspects of the job demands and functions of private and public school principals.

For instance one of the earlier of such studies in the U.S (Fitcher, 1958), it was reported that the principals of public and private schools have some similarities in that their offices give them a distinct social esteem, and because both are appointed by a superior authority. Public school principals are appointed by a superintendent, while private school principals are appointed by a board of trustees. However, the similarities end at this point because unlike the public school principals, private school principals have "much more freedom of decision in many areas than the public school principal" (p.403).

This view has also been reiterated by Krushaar (1972) who in his research of non public schools in the United States reported that:

Whereas the public school principal characteristically is subject to the control of the central administration and guided by detailed, carefully spelled out procedures the private school head works within an autonomous domain. In principle at least, the private school is directed

from within and is responsible only to its own board, its clients and supporters, not to government bureaus or to the public at large. And since most governing boards of private schools customarily delegate board powers to the head-- powers that reside legally in the trustees--it is the quality of the head or succession of heads that makes or breaks a school (p.173).

In the same vein Abramowitz and Stackhouse (1980), in their survey of public and private schools have suggested that, " public school principals appear to have less authority and influence in running their schools" (p.40). Others (Boyer, 1983; McIntyre, 1970) have tried to portray the public school principal as a person who is delegated all responsibility but little power to fulfill it. His/her position has been described as that of a defender of higher authority (McIntyre, 1970). According to Boyer (1983), the modern public high school principal operates in a "complex bureaucratic web" because according to Boyer's perception the school systems are "top-heavy with administration...are administered to within an inch of their lives" (p.224).

Similarly, the constraints upon the private school principal have been described as heavy; he/she is said to be personally a focus of the social networks surrounding the school (Connell, et.al, 1982). They suggested that the private school principal is:

Personally the subject to the pressures that define and redefine the role of the school...the irreducible demands of routine management, getting to know the kids, keeping up networks, and having some involvement in the academic life of the school have added to the sharply-increased personal strain on the principal of the private school (p.156).

Private school principals wear many hats, they are ambassadors to the community, educational colleagues and managers (Abramowitz, 1977). In their descriptions of the job of private principals Kraushar (1972) and Baird (1977) reported that the private principal's job is very demanding. For instance, Kraushar (1972) said that private school principals are faced with a variety of activities which they are supposed to be " knowledgeable about, engaged in, overseeing or leading" (p.188). He said as heads of schools they have the responsibility to administer the whole school which make them to become different things to the various constituencies the school serves.

Relative to the students they act as teachers, counselors, tutors, coach and fellow athletes, morale builders, the symbol of authority and disciplinarians. They act as colleagues and faculty builders, chief curriculum planners, teaching guides, etc. in their interactions with teachers. As administrators of their schools they are controllers of the school's "purse-strings." Kraushar (1972) says:

Beyond that, to the parents he is the symbol of the school's integrity and its chief spokesman and interpreter, and pleader for support in the community. More importantly in the eyes of some parents he is expected to function also as an advisor and amateur psychologist who is called on to diagnose their children's progress or lack of it, personality problems, and emotional hang-ups. To trustees he is the man in charge, accountable to them for the operation of the school in all its detailed functioning; and they expect him to be the school's chief public relations officer and money raiser (p.188).

He observed that the private school principals spent a great amount of their time dealing in student related responsibilities, followed by activities with the faculty-- discussing curricular questions, meeting with committees and chairing faculty meetings, interviewing candidates and making appointments, discussing teaching problems and questions pertaining to salaries and related matters. The principals were also engaged in admissions work, alumni relations and long-range planning, and apparently devoted relatively little time to fund-raising (Kraushar, 1972).

Similarly Baird (1977) in his study reported that the heads of private schools are faced with manifold responsibilities to perform. However, the principals he studied described their role as "teacher-administrators" than just "administrators" who Baird said operated as the nerve centres of school life, " the resting place of legitimate power" whose influence impact everything that occurs in the school. He said:

Their role as principals is a complex and hard task, they are expected to satisfy many groups such as faculty, the trustees, the students, the parents, the alumnni and the public. Their work as principals is to lead the school and that involves dealing with teachers, other administrators, students and mundane details of garbage collection, food services, books and supplies, athletic equipment, student discipline problems and keeping the school out of financial trouble (p.49-50).

On the other hand, according to Abramowitz and Stackhouse (1980) private school principals regard three aspects:

relating personally with students, long-range planning and relating personally with parents/community as the central functions of their job. The principals view keeping in tune and in touch with the clients' needs as a central aspect of the principal's role.

Connell and colleagues (1982) suggest that there appears to be a similarity between public (state) and private school principals in that both of them are the focus of school-home relationships, however, the resemblance ends at this point because according to Connell et. al (1982) the public school principal:

Rather than marketing a service which parents can readily buy elsewhere, he (most are male) administers a service they are legally obliged to accept. Rather than being employer of the school's staff, he is a supervisor of workers employed by his employer, and whose careers have intersected with his more or less by chance. Rather than being the parents' agent, philosopher and friend, he is a figure who normally has no informal social contact with the parents; from their point of view, a face that appears out of the mists, acts as a law unto himself, and at the end of the day departs they know not where (p.5).

These researchers have attempted to describe the private school principalship as being a very busy responsibility and that the principal occupies a central position in the determination of what takes place in the school. His/her role requires the performance of varied functions that include and transcend instructional leadership functions.

In the same vein, researchers of public school principals (Sarason, 1971; Wolcott, 1973; House and Lapan, 1978; Weldy, 1979; Crowson and Porter-Getirie, 1980; Martin and Willower, 1981; Peterson, 1981 and Fullan, 1982) have also reported that the job demands and expectations of principals' role are many and complex. For instance, Wolcott (1973) in his well publicised research on what the elementary principal does, characterized the school principal as the person "in the middle" working to accomodate the interests, needs, demands, and influence of numerous groups such as school board, district administrators, teachers, students, parents and others. He found that the principal spent a great amount of his time in interactions with others, which indicated the interpersonal and information giving roles of the principal and suggested that " school principals serve their institutions and society as monitors for continuity...and that the latent functions of many meetings is really that of validating existing status hierarchies in the school system" (p.122-123). The principal according to Wolcott had very little time to spend on the aspect of instructional leadership.

Other researchers such as Sarason (1971), Crowson and Porter-Getirie (1980) have reported similar findings suggesting that principals they investigated spent a considerable amount of their time performing activities such as student disciplinary control, keeping outside influences satisfied and under control, and worked toward the provision

of adequate materials for their schools. They said that a large amount of the principals' time was devoted to administrative housekeeping matters and maintaining order.

Two other parrallel observational studies by Martin and Willower, (1981), and Peterson (1981) have described the principals' work day as sporadic, characterized by " brevity, variety and fragmentation". For instance, Martin and Willower (1981) report that the principals they investigated engaged in an average of 149 tasks per day, and that the tasks were frequently interrupted. They also noted that 84 percent of the activities lasted for about one to four minutes in duration. The principals spent approximately 17 percent of their time on activities related to instruction. They (Martin and Willower) maintain that the principals "...demonstrated a tendency to engage themselves in the most current and pressing situation. They invested little time in reflective planning" (p.80).

From the above research findings it seems that in spite of the differences in the settings and environments of public and private schools in which the principals perform their functions, the apparent demands on their time are tremendous. Abramowitz and Stackhouse (1980) have even suggested that it would be accurate to say that both the private and public school principals put empahasis on the ambassadorial, collegial and managerial aspects of their roles equally.

The findings from the study of Wanaski and McCleary (1980) tend to substantiate what Abramowitz and Stackhouse (1980) have postulated above. Wanaski and McCleary reported that the principals of public and private school systems they investigated, worked roughly the same number of hours and that they actually spent large proportions of their time on activities they thought they should, though with differences in the order of priorities the principals assigned to task areas. They also reported to have found little variation between the two groups in terms of how they function and believe they should function.

Similarly, Willis (1980) after observational study of the job functions of public and private principals in Australia concluded that there were several similarities in the way they endeavored to perform the different responsibilities of the principalship. The work day of the principals in both sectors was characterized by "uncertainty, variety, brevity, discontinuity and invisibility". They worked long hours, "employed different communication media, constantly changed location from preceding activities, frequently worked unseen by other school staff, experienced frequent interruptions and spent a considerable amount of their time engaged in affairs external to their schools" (p.3-6). Nevertheless, Chubb and Moe (1985) have suggested that:

Public school principals are more prone to see their role as that of an "efficient and effective manager" and as a "representative of parents, leaders, and sponsors" than are private school principals. In contrast, private principals, more

than public, see their roles fitting the alternatives to these: namely, "leading the school in new educational directions," and "selecting and directing school policy according to (their) best professional judgement." These differences are not all large, and the probability that they are zero is not trivial (p.24).

The results of these studies suggest that research is inconclusive and ambiguous, about the differences and similarities that exist between the public and private school principalship. There are studies that suggest differences with respect to the principals' role functions, while other researchers have reported that the job of public and private school principals have several similarities. Furthermore, other studies have postulated that the public school principal have less authority than his/her counterpart in private school systems. The findings of the studies also suggest that both public and private school principals spend large amounts of time performing managerial and administrative and/or political functions of the principalship. Their work day was characterized by uncertainty, variety, brevity, discontinuity and invisibility (Willis, 1980). In their position as heads of their schools they are looked upon to provide leadership and direction toward the attainment of the goals of the school.

2.6 LEADERSHIP STYLES AND THE ROLE OF THE PRINCIPAL AS INSTRUCTIONAL LEADER.

As the head of the school, the principal is expected to provide leadership in the school. There is a linkage between the leadership of the principal and the professional performance of teachers and learning outcomes of the students (Gross and Herriot, 1965). Principals tend to be effective when they direct the activities of teachers and students toward the attainment of goals.

Renihan and Renihan (1985) reviewed literature on the characteristics of effective schools and identified the following factors as closely related with the provision of quality education: leadership, conscious attention to climate, academic focus, great expectations, sense of mission, positive motivational strategies and feedback on academic performance (p.20-21).

Furthermore, other researchers have associated the following elements as key leadership qualities that have been shown by effective principals: assertive administration, instructional leadership, personal vision of where the school is going, high standards, assumption of responsibility, expertise and an image of the school as it should be (Austin et. al., 1979; Brookover and Lezotte, 1977; Cohen, 1982; Edmond, 1979; Little, 1982 and Rutter et. al., 1979). These studies have emphasized the significance of the principal's leadership role in determining the degree

of success of the school in achieving its goals and objectives.

In the same vein, researchers have also reported that leadership styles vary from principal to principal, and that there is no one leadership style which is universally adequate for all situations and at all given times. The contexts of the school influences what leadership style or behaviour is best appropriate. For instance, Blumberg and Greenfield (1980) after a study of eight effective principals stated that all of them portrayed different leadership styles as they led their schools. In another research of the principal's role in instructional management Dwyer and companions (1983) reported that effective leadership involved an interplay of personal styles, contextual and organizational factors. None of these studies of the principals' leadership has indicated that one particular style is best. Blanchard, Zigarmi and Zigarmi (1987) have said that "...furthermore research over the last several decades has clearly supported the contention that there is no one ideal leadership style: successful leaders are able to adapt their style to fit the requirements of the situation " (p.14).

The following researchers have described in more detail some of the varied leadership styles of principals (Thomas, 1978; Hall, Rutherford, and Griffin, 1982; Leithwood and Montgomery, 1982; Sergiovanni, 1984; Leithwood and

Montgomery, 1986 and Blanchard and companions, 1987) as they sought to lead their schools in the provision of quality education in varied school contexts.

2.7 THE PRINCIPAL AND LEADERSHIP STYLES.

Thomas (1978) studied more than sixty schools in the United States in order to determine the role of the principal in managing different educational programmes and distinguished three patterns of behaviour manifested by the principals as they attempted to lead their schools in the implementation of the programmes. She designated the behaviours as those of directors, administrators and facilitators. Principals who acted as directors expressed great interest in all aspects of the school from curriculum and learning to budgeting and scheduling. As directors the principals were responsible for the final decision-making in the school, however, they sought input from teachers in decisions affecting the classroom.

Principals who behaved as administrators made decisions in areas that affected the school as a whole but left teachers with much autonomy relative to decision-making with respect to their classroom contexts. Thomas indicated that such principals appeared to relate more with district management rather than their faculties.

On the other hand, principals who adopted the facilitator mode of behaviour portrayed themselves as colleagues of the faculty, whose primary role was to be supportive and helpers of teachers in their work. Thomas concluded that schools that were headed by principals who acted as directors and facilitators appeared to be more effective in programme implementation than schools that were headed by principals who behaved as administrators. However principals who were directive encountered more difficulties managing multiple programmes than did administrators and facilitators.

In another study Hall, Rutherford, and Griffin (1982) distinguished and labeled the patterns of behaviour manifested by the principals they studied as identical to those of initiators, managers and responders.

In their descriptions of the three patterns of leadership, Hall and companions said that the principals who acted as initiators portrayed themselves as having clear decisive policies and goals that surpassed but included implementation of current innovations. These principals conveyed strong beliefs with regard to what quality education should be and worked diligently toward the achievement of this vision.

As initiators their decisions revolved around their defined goals for the school and what they conceived to be best for the students based upon current knowledge of

classroom practices. They showed strong expectations for students, teachers and themselves, and aspired to implement, convey and monitor such expectations by making frequent contacts with teachers explaining how the school is to operate and how teachers are expected to teach.

They constantly appeared to act in the best interest of the school with particular reference to students. They sought and initiated changes in district programmes or policies or they redefined them to fit the needs of the school. As initiators they were persistent but not dictatorial and sought input from the teachers prior to making any decision relative to the goals of the school.

According to Hall and colleagues principals who acted as managers conveyed different behaviours as they confronted each situation. They were both responsive and initiative in how they led as they worked hard to provide support and facilitate the teachers' work. As manager they protected their teachers from what they perceived as excessive demands, and got involved with teachers in order to accomplish central office directives.

The third group of principals adopted the responder mode of behaviour who, according to Hall and companions, they laid great emphasis on human relations. As responders they conceived that their primary role was to maintain a smooth running school by concentrating on traditional

administrative tasks, keeping teachers content and students well. They saw their teachers as highly qualified professionals who have the expertise to carry out instruction with little guidance. Therefore as principals they promoted the personal side of relationships with teachers and others, and involved everyone in decision-making or made room for input or allowed others to make their own decisions.

Hall and friends analyzed the three patterns of behaviours adopted by the principals and stated that:

The manager style principals protect their teachers and strive to keep everything running smoothly. Thus teachers were more satisfied. Initiator style principals listen to their teachers but have high expectations and keep pushing. The constant pressure is not as well liked. Principals using the responder style are most concerned about teachers' feelings and perceptions but tend to respond to them one at a time without coordinated or consistent communication and priorities. Thus teachers feel more job ambiguity and less control (p.27).

They concluded that in situations where all teachers are using new programmes all three patterns of behaviour are effective. Nevertheless, they said that the initiator style principals are most effective as implementors while manager style principals appear to be more effective in terms of the teachers' positive perception of the school climate. According to Hall et., al, none of three modes of principal behaviour " directly address student achievement.... The picture is rich enough to allow for many styles and combinations of people. The key appears to be in the

blending, matching, and sequencing, rather than striving to maintain a particular snapshot" (p.28).

Further efforts to classify the styles of principals were undertaken by Leithwood and Montgomery (1982) who reviewed literature pertaining to principal types or styles and came out with suggestion that the contemporary principal can be characterized as either "effective" or "typical".

They described effective principals as those who were pro-active relative to the provision of instruction and students' welfare, and said that typical principals seemed to be predominantly responsive in their mode of behaviour, acting responsively to the demands of districts and other sources of problems encountered everyday as they performed the job of the principalship. The effective principal acts as an instructional leader, while leadership provided by the typical principal is largely administrative.

As administrators their primary goal is to have a smooth-running organization with emphasis on keeping the activities of the school under control in the midst of pressure for change. The administrator keeps himself/herself at a distant from curriculum or instructional decisions and initiates few changes in the school programme. They emphasize the existing professional competence of teachers and value of "leaving teachers alone to teach", and do not engage the teachers in goal or priority setting for the students.

However, Leithwood and Montgomery, conclude that ...principal behaviours are increasingly "effective" to the extent that they facilitate necessary teacher growth and thereby indirectly influence student-learning or impinge on other factors known to affect such learning" (p.32).

Subsequent to their 1982 study Leithwood and Montgomery (1986) published another exhaustive and scholarly research on the profile of the principal which defines principals' growth in effectiveness along four dimensions. In the study they classified and analyzed four dimensions of the contemporary principal's growth in leadership effectiveness as Level 4: the Problem Solver, Level 3: the Programme Manager, Level 2: the Humanitarian and Level 1: the Administrator.

They suggest that principals who are problem solvers are highly effective educational leaders whose primary focus revolves around the students. Conversely, principals who pattern their behaviour as programme managers centre their attention upon programmes. Leithwood and colleague suggest that such principals are reasonably effective but below the level of problem solvers. The principals who act as humanitarians are moderately effective and their primary concern is focused on climate or interpersonal relationships. The Level 1 or principals who are solely administrators in their leadership role are marginally effective and their focus is placed upon regulations.

Notwithstanding, Leithwood and companion explained that principals who manifest higher level skills also incorporate skills of principals at the lower levels of the hierarchy. For instance, principals who are systematic problem solvers are also " first-rate administrators ". They also postulated that the current prevailing behaviour of practising principals is either that of problem solvers or administrators.

Furthermore, Sergiovanni (1984) using sound management techniques: harnessing available social and interpersonal resources, expert knowledge about matters of education and schooling, focusing the attention of others on matters of importance to school and building a unique school culture analyzed five forces or aspects of leadership: technical, human, educational, symbolic and cultural that he suggests are at the disposal of principals to employ in order to influence the events of schooling.

As technical leaders principals assume the role of management engineers and emphasize planning, and time management techniques, contingency leadership theories, and organizational structures. Their role revolve around the provision of planning, organizing, coordinating and scheduling to the life of the school.

Principals who behave as human leaders lay emphasis on human relations' concepts like interpersonal competence,

and instrumental motivational technologies. They work to provide support, encouragement and growth opportunities to the school's human organization. On the other hand, principals who behave as educational leaders adopt the role of "clinical practitioner" whose main concern is to bring expert professional knowledge as it relates to teaching effectiveness, educational programme development and clinical supervision. Sergiovanni added that educational leaders are "adept at diagnosing educational problems, counseling teachers, providing supervision, evaluation, and staff development and developing curriculum" (p.6).

In describing principals who portray symbolic leadership he (Sergiovanni) said such principals take on the role of "chief" who stress selective attention on elements like modeling of important goals and behaviours and convey to others what is important and of value. As symbolic leaders they tour the school, visit classrooms, seek out and visibly spend time with students, downplay management concerns in favour of educational ones, preside over ceremonies, rituals and other important occasions and provide a unified vision of the school through proper use of words and actions.

Finally, principals as cultural leaders undertake the role of "high priest" who seek to define, strengthen and articulate those enduring values, beliefs and cultural strands that give the school its unique identity. Such principals engage in legacy building, and creating,

nurturing and teaching an organizational saga, which defines the school as a distinct entity within an identifiable culture. In conclusion, Sergiovanni (1984) asserted that:

1. Technical and human leadership forces are generic and thus share identical qualities with competent management and leadership wherever they are expressed. They are not unique to the school and its enterprise regardless of how important they may be.
2. Educational, symbolic and cultural leadership forces are situational and contextual, deriving their unique qualities from specific matters of education and schooling. These qualities differentiate educational leadership, supervision, and administration from management and leadership in general.
3. Technical, human and educational aspects of educational leadership forces are essential to competent schooling, and their absence contributes to ineffectiveness. The strength of their presence alone, however, is not sufficient to bring about excellence in schooling.
4. Cultural and symbolic aspects of substantive leadership forces are essential to excellence in schooling. Their absence, however, does not appear to negatively affect routine competence.
5. The greater the presence of a leadership force higher in the hierarchy, the less important are others below (p.9).

Blanchard and colleagues (1987) have described leadership as situational and postulated that there are four leadership patterns that can be derived from the well known directive (autocratic) and supportive (democratic) styles the high directive/low supportive, the high directive/high

supportive, the high supportive/low directive and the low supportive/low directive combinations. Furthermore, they said that the use of these combinations of styles are dependent upon the development levels of those who are being led. Blanchard and companions (1987) summarized each leadership combination as follows:

1. In style 1, the high directive/low supportive behavior is called "Directing." The leader defines the roles of the followers and tells them what, how, when and where to do the various tasks. Problem solving and decision making are initiated solely by the manager. Solutions and decisions are announced; communication is largely one-way, and implementation is closely supervised by the leader.
2. In style 2, the high directive/high supportive behavior is called "Coaching." In this style the leader still provides a great deal of direction and leads with his/her ideas, but he or she also attempts to hear the followers' feelings about decisions as well as their ideas and suggestions about how to solve problems. While two-way communication and support are increased, control over final decision making remains with the leader.
3. In style 3, the high supportive/low directive behavior is called "Supporting." Here the locus of control for day-to-day decision making and problem solving shifts from the leader to the follower. The leader's role is to provide recognition and to actively listen and facilitate problem solving/decision making on the part of the follower. This is appropriate since the follower has the ability and knowledge to do the task.
4. In style 4, the low supportive/low directive behavior is called "Delegating." The leader discusses problems with subordinates until joint agreement is achieved on problem definition, and then the decision making process is delegated

totally to the followers. Subordinates are allowed to "run their own show" because they have both competence and confidence (p.14).

They said their classification of leadership into four is generally supported by reseachers as a description of the basic leadership styles. However, they added that each leadership role is affected in its adaptation by the variables: time lines, job and task demands, school climate and culture and subordinates' skills and expectations.

The studies discussed lead to several conclusions about varied leadership styles that the principals are exposed to as they provide leadership in the school.

1. They suggest that the principals may incorporate several leadership styles within their school contexts as they provide instructional leadership.
2. The situation in which the principal exercises leadership has the potential to determine the styles he/she adopts, and therefore there may be variations of styles within school contexts and between one school principal to another school principal in their efforts to provide quality leadership styles.
3. That there is no one style of leadership that is the best for all situations and at all times. Therefore instructional leadership may involve the use of different styles and/or a combination of leadership styles by the principal.

4. Although there is no consensus of opinion as to which specific leadership style is the best, researchers have tried to associate instructional leaders to directors, initiators, effective and problem solvers styles of leadership.

2.8 THE PRINCIPAL AND THE PROVISION OF INSTRUCTIONAL LEADERSHIP.

Historically, the origins of the traditional concept of the principal as head teacher date back to the time when schools in Canada increased in size that it became necessary and essential to have more than one staff to run the school.

With the growth in size, certain routine tasks emerged affecting the school as a whole resulting in the need for someone to be designated to assume responsibility for them. In most instances, a staff member with the longest term of service or who had demonstrated superior teaching ability was appointed to become the "principal teacher" or the "principal" of a school.

However, during the past decade or so the principalship has admittedly gone a long way from what it used to be at its inception (Fraser, 1971). Martin and Macdonell (1977) agree with him that the role of the school principal in Canada has evolved and changed from the teacher-administrator in small country schools to that of professional leader and administrator because "of increased school size, greater specialization and consequent

coordination necessary for the school to function as a social unit" (p.95).

In recent years instructional leadership has continued to be regarded as the primary role of the principal and much has been written about the principal as instructional leader. As educational leader he/she is in charge of instruction in the school, and in broad perspective, he or she is responsible for mobilizing the activities and efforts of the teachers in order to provide quality educational programmes.

Generally, this may mean that the principal is expected to lead in the development of a conducive climate for the staff and the students, and to oversee the efforts of various staff members towards the realization of their objectives and goals. Current research reveals that the primary contributing factor to quality education in the school is the principal who acts as instructional leader in the school.

The principal's strong instructional leadership has been associated with successful schools. Smyth (1980) reports that leadership which influences the teaching-learning processes is characterized by strong emphasis by principals on classroom and instructional matters.

Several other studies point to the critical role the principal plays in the provision of instructional leadership

(Trump, 1972; Lipham & Hoeh, 1974; Roe & Drake, 1974; Rutter, 1979; Johnson, 1981; Shoemaker & Fraser, 1981; Barth, 1982; Klopff, 1982; Lopresti, 1982; Manasse, 1982; Sweeney, 1982; and Knezevich, 1984). These researchers have affirmed that the principal is a crucial factor relative to the effective provision of instructional leadership. They say high performing schools have always been closely related to the principals who have been heavily involved in the provision of leadership in the teaching-learning processes of the school.

However Willis (1980) argues that the role of the principal as educational leader is " perhaps the most elusive", despite the many studies on leadership there is " yet still no consensus about its meaning or precision about its definition" (p.4-6). This is supported by the literature which reveals that the concept of instructional leadership has been defined in a variety of ways without any single universally accepted definition. For instance, Roe & Drake (1974) have written that instructional leadership is focused upon the teaching-learning acts planned by the school personnel, and is the changing behaviour of those involved in those teaching-learning processes which aim toward achieving the goals of the school. Gorton (1983) defines instructional leadership as those activities engaged in by one or more individuals, which have as their main purpose the improvement of a person, group, or program.

On the other hand, Firestone and Herriot (1982) say that the idea of instructional leadership implies frequent communication between principals and teachers about issues related to curriculum, discipline, and the management of specific children. Knezevich (1984) is of the view that instructional leadership is one of the most important challenges confronting educational administrators at all levels of the hierarchy, and suggests that instructional leadership focuses on learning in the school setting, it involves what should be learned or programme definition, how learning effectiveness may be enhanced or instructional strategies and what resources are essential to the learning process or the instructional materials. Keefe (1987) says " It is the principal's role in providing direction, resources, and support to the teachers and students for the improvement of teaching and learning in the school " (p.51).

Based upon these and other authors' work, in this study the following operational definition is given to instructional leadership: The type of activities or functions such as the setting of school goals, curriculum development, teacher evaluation, teacher supervision, teacher selection, staff development, monitoring the goals of the school and student evaluation planned by the school personnel led by the principal and carried out by a staff directed toward the provision of high quality in the teaching-learning processes of a school setting.

As educational leaders the principals of public and private school systems, "are expected to provide the context and process for examining instruction and influencing practices and for identifying areas for school improvement" (Snyder, 1983). This may involve evaluating and facilitating curricular improvements or alternatives, the evaluation of instructional efforts of the teachers in order to help them improve the effectiveness of instruction and to make recommendations for the improvement of the overall instructional programme (Deighton, 1971).

They are also expected to create and maintain conducive environments in which the activities of teaching and learning can effectively take place. In view of this, Alder (1985), argues that the school like any other community needs leadership, and because its primary reason for existence is teaching and learning, instructional leadership must be provided by the principal who is the educational leader of the school.

However, McCleary and Hencley (1965) suggest the leadership task may involve and encompass those actions that the principal either himself/herself takes or delegates to others in order to promote growth in student learning, and that usually such actions concentrated on: setting school wide goals, defining the purpose of schooling, providing the resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development

programs, and creating collegial relationships with and among teachers.

In a study of urban principal, Morris et.al. (1984) reported that the activity of the principal does affect the work of the school particularly through the impact on the atmosphere or "climate" in which teaching and learning take place. According to Michael (1970), it is the principal who has the strategic and vital role of leadership to ensure that the school provides appropriate and quality education for every learner who can profit from such education.

Demont (1975) points out that the principal must be the chief decision maker for the program. He/she has the authority and responsibility for goal setting, programing, evaluating and refining instruction. Deighton (1971) has said the instructional leadership role of the principal has two distinct but interdependent elements. One of these requires the principal to evaluate the instructional efforts of the teachers under his/her supervision, to help them in improving the effectiveness of that instruction, and to make recommendations for actions by, or in relation to, those teachers for the improvement of the total instructional effort.

Drahmann (1981) has strongly emphasized that "although the principal may delegate curriculum matters to other administrators, department chair-persons, and individual

faculty members, it remains true that final responsibility for the instructional process remains with the head of the school" (p.15). This perspective is shared by Nottingham (1983) who agrees that the role of the principal is multifaceted. He, however, says that, "in terms of priorities, principals have two major responsibilities, one is curriculum and instruction , and the other is personnel development" (p.9).

Research (MTS, 1978) has indicated that a large percentage of teachers and principals in Manitoba believe that the principal should be a professional leader rather than a business manager. School administrators expressed that they would like to spend more time than they actually did on educational leadership-type activities such as curriculum, professional staff development and community relations.

In an earlier research which investigated, " The Sex Factor and The Management of Schools", Gross and Trask (1976) found that most of the principals regardless of their gender felt that one of their primary obligations was to give leadership to the instructional program of their schools

Notwithstanding Deighton (1971) has observed that the high school principals as instructional leaders are beset by administrative responsibilities and find themselves as only

one subject specialists. In addition to this limitation, the principals do not fully participate in " determining the course content, ordering of that content and the recommendations for instructional procedures" because there are subject specialists who are responsible in carrying out such tasks (Deighton, 1971, p.214).

However Pinero (1982) disagrees with such a perspective and contends that "...the instructional functions of the role of the principal are critical and must take precedence over the administrative functions" (p.17). She said that there is considerable evidence gathered from studies of effective principals which indicates several ways whereby principals can become effectively involved in their school's instructional program. For instance they:

1. become knowledgeable about instruction, especially in relation to basic skills
2. set clear goals for the school's instructional program and announce these goals to students, faculty and community
3. set high expectations for the behavior and achievement of students
4. emphasize the importance of basic skills
5. set expectations for collegiality and continuous improvement and model desired behavior
6. participate with teachers in inservice activities
7. use sanctions advisedly to further school goals

8. buffer the faculty from undue pressures
9. insist on giving priority to instructional concerns by, for example, concentrating time and effort on instructional matters and delegating as many non-instructional tasks as possible
10. make instruction and its improvement the central concern of the school (p.19).

The studies reviewed in the preceding pages suggest that a considerably body of contemporary education literature percieve the principal as havng a vital role in the provsion of instructional leadership in the school, and this role revolve around activities that are closely related to the teaching-learning processes. The research also suggest that there are differing perspectives of the role of the principal as instructional leader justifying further research in this area.

Esbree, and colleagues (1967), postulate that the principal is the "administrative agent closest to the teachers and pupils in the school. He is the educational agent in a position to be in closest contact with the school community. Consequently, he is the educational leader in the best position to exert personal influence in the local school and its program" (p.57). Gross and Trask (1976) in their research concluded that even though:

Teachers are of course, more immediately and directly involved than their administrators in the teaching and learning activities of schools. However, principals are expected to be in overall charge of the educational program of their schools and they are charged with the responsibility of maintaining an instructional program of high

quality. They are expected to serve as catalysts for the needed innovations, to develop and implement in-service training programs, to advise teachers who are having difficulties, to coordinate the work of teachers, and in general to offer the type of leadership required to improve the instructional program (p.107).

The principal as an administrator is in a position to stimulate, coordinate, and direct the learning-teaching environment. Barth (1980), suggests that there are two important factors which have influence upon children's performance in every school: teachers, who work closely with children, and principals, who shape the environment(s) in which children and teachers work. Furthermore he identified three primary relationships in a school that have the potential of determining the quality of education to include teacher to child, teacher to teacher, and teacher to principal interactions.

Weldy (1979) in his study reported that the principal is the person who:

Sets the tone of the school, the climate for learning, the level of professionalism and moral of teachers , and the degree of concern for what students may or may not become. He is the link between the school and community, and the way he performs in that capacity largely determines the attitudes of students and parents about the school. If the school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success (p.1-2).

As instructional leader the principal influences the learning-teaching processes in the school as he/she provides leadership. As leader the principal directs and provides opportunities for continuous clarification and redefinition of educational goals.

One important aspect of the principal's role in the provision of instructional leadership is his/her ability to set clear goals for the school. School goals are of paramount importance in any school, they provide direction to the programme of the school as it seeks to fulfill the functions ascribed to it by society.

Goals constitute and form the basis for planning the curriculum of the school, upon which the objectives of the instructional process are formulated (Saylor: 1974; Popham and Baker, 1978). Gorton (1983) says without clearly stated operationally defined educational goals, the curriculum of the school is more likely to be based on tradition and/or fad. Goals are essential in order to safeguard and improve the quality of instruction received by students.

In the same vein, the principal's involvement in curriculum development in the school provides leadership relative to (1) defining the functions and correlative goals of the high school; (2) designing an educational program that will enable students to attain these goals; (3) planning instructional processes and procedures; and (4)

formulating methods for determining the outcomes of instruction and the extent to which the goals have been attained (Saylor and Alexander, 1974). What teachers teach and what students learn for better or for worse, is greatly influenced by the school principal (Barth, 1980; McCleary and Hencley, 1965).

In contrast to those studies that emphasize the role of the principal in the provision of instructional leadership as primarily revolving around curriculum and teacher supervision are those studies that have described the role of the principal to transcend but include the provision of instructional leadership and others that question the principal's importance as instructional leader. For instance, Caldwell and Lutz (1978) have suggested that it appears that the role of the principal has been moving away from instructional leadership to that of administering the school. Stavange (1972) and Reed (1977) in their research found the opposite to be true, they reported that the principals they studied attached little importance to management, administration and crisis intervention and viewed their primary role as educators and educational leaders, and objected to being merely referred to as just managers.

Glasman (1984) after a review of publications on the school principalship beginning from the 1950s to the present time postulates that the role of the principal can be

conceived to have two distinct value stances, which he describes as educational and administrative. In the educational stance the core reference is that education is conceived as "a sector, a domain or a state" which requires the principal to act as educational leader and the specific demisions of the role include: instructional, political, the man-in-the-middle and change agent. While in the administrative stance the central reference point is the provision of administration, and the dimensions of this role include: reflecting the assumption of administrative authority, planning and evaluation and management (Glasman, 1984, p.284).

As educational leader, the principal's primary role is to provide instructional leadership, he/she is conceived as directly involved with the instructional needs of the students by spending his/her time in improving methods of instruction. In this role the principal is expected to supervise the improvement of instruction, actively facilitate instructional development and serve as a catalyst for learning (Fraser, 1971; Stanavage, 1967; Groom et.al.,1977 and Weldman, 1982).

The principal as educational leader also act as a political leader with respect to the needs of the school environment. He/she should be able to deal and relate effectivelly with the varied environmental forces of the school system. This involves being able to control, mold the environment, influence educational policy trends and the

ability to analyze the political forces at work in education (Ruffin, 1972 and Morris, 1979).

Campbell, Corbally, and Nystrand (1983) also take the exception that only activities which involve the principals acting as curriculum specialists, devoting time to the development of instructional programs, visiting classrooms and conferring with teachers about ways to improve teaching constitute the complete role of instructional leadership by the principals. They contend that because principals are appointed leaders of their schools, they are responsible for what occurs in the school and therefore " they must exercise leadership in many areas, and not only in the curriculum activities..." (p.4). Among the areas they suggested are: set school goals, programme development, establishment and coordination of the organization, management of resources, representation to community groups and the appraisal of both the processes and the outcomes of the organization. More recently Glasman (1988) has suggested that the term instructional leadership should be substituted with the term "pedagogical leadership" in order to give a more comprehensive or broader base of involvement in the varied aspects by the principal in the varied aspects of programme and instructional improvement.

Those researchers who do not agree that the principal should be the instructional leader of the school base their arguments on several reasons: he/she lacks the expertise in all areas of instruction, does not have time, and teachers

do not view the principal as instructional leader. For instance, Howell (1981) speculate that most principals spend very little time in instructional leadership.

Miller and Lieberman (1982) think that principals are overloaded with other tasks that appear to be contradictory, making it hard for the principals to provide instructional leadership. In a previous study of secondary school principals in Texas Krajewski (1978) found that principals see themselves to be primarily administrators whose role in instructional improvement was viewed as mildly important. While Seifert and Beck (1981) reported that most teachers in their study did not view instructional leadership as a primary priority of their principals. This perspective supported in another study by Leithwood Ross and Montgomery (1982) who in their research of factors that influence classroom decision-making found that teachers who were involved in the study suggested that the importance of their own perceptions of the student needs as more relevant to their classroom decision-making as opposed to the influence of principals. These studies seem to indicate that teachers do not see the principals as leaders who typically and actively foster effective instruction.

Relly (1985) has suggested that principals should rather be made the designers of environments: conducive to teaching and learning, programme planners, implementors and evaluators, and leave the role of instructional leadership to teachers who are fully qualified to occupy such a

position. Oppositely, Sackey (1982) is critical of the arguments that principals do not have enough time or lack adequate expertise to provide instructional leadership. He says such opinions are "... rationalizations and admissions by principals that, they have forgotten the primary purpose for which schools exist, namely, to enhance pupil learning " (p.10).

The different opposing views and the lack of consensus among the findings of the reviewed research suggest that further studies of instructional leadership are needed.

This overall review of literature brings out several points that are related to this study:

1. Public and private school principals in educational systems that are distinct from each other in terms of governance, administration, policy and environments. And that organizational and environmental differences have the potential to create variations in the control, opportunities and constraints that seem influence the principal's role in the provision of instructional leadership (Chubb and Moe, 1985; Abramowitz and Stackhouse, 1980).
2. That the public school principals work within a hierarchical system in which they occupy the lowest position and therefore are less autonomous heads of

educational institutions than their counterparts in the private school system (Allisson, 1983; Hill and Wuchitech et.,al, 1980; Jwaideh, 1983; rogers, 1980).

3. Unlike the provision of public education, the provision of private education is a private undertaking although they do receive governmental support. Public schools are governed by local school boards, oppositely, private schools are governed by individuals, associations or corporations in Manitoba. This may mean that governmental influence in the two educational systems would be different. For instance, the public school principals are required by regulation to be in charge of the school relative to all matters of organization, management, discipline and instruction (Collins, 1983).
4. Public school principals head schools that are bigger in size than of the private school sector, and that each private school is a separate entity unlike in the public school system where each school is a part of a large school system. These differences would have the potential to influence the patterns of responses made by the principals.
5. The principal is still perceived to occupy a srategic position in the school and therefore in a position to influence and determine what takes place in the school. The success of the school in providing quality education rests upon the principal, because

he/she is in a position to affect the educational programme of the school (Brown, 1984; Greene, 1972). However, the role of the contemporary principal has changed and evolved from what it traditionally used to be , it has become more complex, unclear and overloaded (Fraser, 1971; Fullan, 1982).

6. Public and private school principals perform similar role functions and that they generally work roughly the same number of hours (Abramowitz & Stackhouse, 1980; Chubb & Moe, 1985; Wanaski & McCleary, 1980; Wilis, 1980).
7. The principal, whether in the public or private school, tend to be good only when they provide leadership in the school, notwithstanding, there is no one leadership style that is best in every situation but principals adopt varied styles to suit each situation and its demands. Researchers have shown that principals have portrayed leadership patterns such as initiators, directors, responders, managers, facilitators, administrators, programme managers, effective problem solvers etc., in their efforts to lead their schools. Furthermore, they suggest that instructional leaders tend to be initiators, directors, effective and problem solvers (Hall, et., al, 1982; Leithwood & Montgomery, 1982; Leithwood & Montgomery, 1986; Thomas et., al, 1978).

8. The provision of instructional leadership is still regarded as the most important and central role of the principal, and that to be an instructional leader the principal has to focus upon the teaching and learning activities of the school more than any other function of the principalship. As instructional leader the principal has authority and responsibility for activities that enhance the attainment of the goals of the teachers and students. However, other researchers, practitioners and scholars have taken the exception of the view that the principal is the instructional leader of the school.

Chapter III

METHODOLOGY.

This study was undertaken as an exploratory, empirical and descriptive research that involved the use of quantitative and qualitative research techniques aimed at describing and comparing the participants' perceptions of their role in the provision of instructional leadership. The information collected was analyzed with the primary purpose of determining and describing similarities and differences between public and private school principals' perceptions of their role in the provision of instructional leadership.

Data for the study were primarily generated from interviews with selected public and private high school principals in Winnipeg area schools. This chapter consists of sections entitled: "participating principals and their schools", "instrumentation", "data collection techniques" and "data analysis". Spencer (1982) writes:

The collection of one's own original data-- primary data is an exciting prospect for a researcher. Getting out of printed sources in the libraries, away from what others have said or concluded is an important part of many research efforts. (p.92)

To investigate any research problem one is often confronted with the choice of the most suitable method or procedure. Generally, the methodology should be suitable to the problem

of the study. Spencer (1982) says most of the time " the big distinction is between quantitative methods and non-quantitative methods"; and, in recent years there has been something of a reemergence in the use of qualitative methods.

Since the major objective of this study was to examine the perceptions of the principals, the research procedure that was used for the study was descriptive: the researcher sought the principals' perspectives from their own frame of reference. According to Best (1970):

Descriptive research describes what is. It involves the description, recording, analysis, and interpretation of conditions that now exist. It often involves some type of comparison or contrast and may attempt to discover cause-effect relationships that exist between existing nonmanipulated variables.(p.115)

In this study, the principals' perceptions on the provision of instructional leadership in public and private high schools are descriptively analysed in order to compare and contrast similarities and differences between the public school system and the private school systems.

3.1 INSTRUMENTATION.

An interview schedule was constructed by selecting and modifying questions taken from the following local and international studies on the role of the principal: the Manitoba Teachers' Society's 1978 survey of Manitoba school

principals, the National Association of Secondary School Principals' (1978) study of the senior high school principal and the National Institute of Education's (1978) survey of private schools in the United States.

The instrument was then tested among graduate students with experience in school administration and one Winnipeg area school principal who was not part of the study's population. This was done to ensure the validity and adaptability of the interview schedule to the Winnipeg situation. The revised instrument consisted of both structured questions that the researcher asked respondents to fill out on the schedule provided, as well as two open-ended questions to which the principals responded to verbally. (See Appendix A).

The five page interview schedule consisted of three sections. The first section included questions on the work and instructional leadership functions of the principalship. Section two covered questions on the principals' interactions with other school publics, and the third section had questions on the general autonomy of the principal, and on differences between the principalship in public and private school systems. The interview schedule was normally completed within approximately 30 minutes.

3.2 PARTICIPATING PRINCIPALS AND THEIR SCHOOLS.

The participating schools were selected on the basis of the following three main criteria: approximate size, location and grade level.

TABLE 2
Private Schools In Greater Winnipeg By School Level

Elementary	Secondary	Elementary/ Secondary	Total
7	7	18	32

Of the 32 private schools in the city of Winnipeg, only seven met the secondary school classification and therefore fulfilled the criteria for selection to participate in the study. However one, the University of Winnipeg Collegiate was excluded from the study because of its special association with the university which distinguished it from the remaining schools. Thus the final number of private schools involved in the study was six. (See Table 3).

In order to select an equal number of public schools with similar features, the total number of high schools in

TABLE 3

Participating Private High Schools By Grade Levels And Enrollment.

School	Grade	Total Enrolment
Private School #1	7-12	478
Private School #2	7-12	293
Private School #3	7-12	245
Private School #4	7-12	325
Private School #5	9-12	451
Private School #6	9-12	559

SOURCE DEPARTMENT OF EDUCATION, 1986.

all the school divisions in Winnipeg was determined and tabulated according to their respective school divisions. A total of 39 schools met the required criteria set forth for the study. The school division with the highest secondary schools had thirteen (13), while the lowest had only two (2).

The school division with the highest number of high schools was excluded from selection due to its unique inner city location which distinguished it from the rest of schools. From the remaining school divisions three school divisions with a total of eight (8) high schools were chosen to be in the study. (See Table 4 below).

TABLE 4

Public High Schools Of Greater Winnipeg According To Enrollments

School Division	No.	Number Of High Schools	Total Enrollment	Average Enrollment
WINNIPEG	1	13	13479	1037
ST. JAMES ASSINOIBIA	2	5	3099	620
ASSINIBOINE SOUTH	3	2	1459	730
ST. BONIFACE	4	5	2385	477
FORT GARY	5	2	1661	831
ST. VITAL	6	2	1703	851
NORWOOD	8	2	746	373
RIVER EAST	9	3	3328	1109
SEVEN OAKS	10	3	1922	646
TRANSCONA	12	3	2087	695
TOTAL		39	31869	737

SOURCE: DEPARTMENT OF EDUCATION STATISTICS, 1986.

Using the total high school enrollment figures of each school division the average school size was calculated and school divisions selected in order to obtain comparable enrolment figures with the selected private schools. Then, the superintendents of the selected school divisions and their principals were contacted to obtain their permission and willingness to take part in the study. One out of the

eight principals declined taking part in the study, because he was to retire at the end of the school year. The remaining seven principals agreed to participate in the

TABLE 5
Participating Public High Schools By Grade Levels And Enrollments.

School	Grade	Average Enrolment
Public School #1	10-12	820
Public School #2	10-12	500
Public School #3	10-12	480
Public School #4	9-12	760
Public School #5	10-12	1290
Public School #6	10-12	1203
Public School #7	9-12	904

SOURCE DEPARTMENT OF EDUCATION, 1986.

study. (See Table 5). Schools were visited by the researcher during the period May-August 1987 in order to carry out the data collection phase of the study.

3.3 DATA COLLECTION TECHNIQUES.

Since this study involved personal interviews, confidentiality and concern for the respondents' welfare and integrity were given uttermost consideration. As Suransky (1982) has said, "welfare and integrity of the individual or particular collectivity must prevail over the advancement of knowledge and the researcher's use of human subjects for that purpose."(p.25). Therefore the interviewees in the investigation were made aware of the objectives behind the study in order to get their informed consent.

The superintendents of the participating schools were consulted for their permission to allowed the researcher to interview the principals in their school divisions. Covering letters describing the purpose of the study, the significance of a response and the assurance of confidentiality of all responses were sent to the participating principals.

Furthermore, in order to ensure that confidentiality was maintained, the names of the principals and their schools were not exposed to anyone outside the study nor used for any other purposes.

The decision to employ the use of a fairly structured interview schedule for the collection of data was in order to enhance the gathering of information that is specific, and based upon principals responses to the same questions. Open-ended questioalso to allow them to respond Open-ended

questions were also employed in order to encourage the participants to give free and un-restricted answers. Isaac and Michael (1978) have suggested that structured interviews " tend to be factually oriented, aimed at specific information and relatively brief. Structured interviews are suitable when accurate and complete information from all respondents is important and when the type of information sought fits into a structured inquiry" (p.96).

The open-ended questions in the study allowed the principals to further clarify on their responses from their own frame of reference without the restrictions of scaled questions. Again Isaac and Michael (1978) suggest the use of open-ended questions in interviews they say, " The use of open-ended items gives respondents a frame-of-reference with which to react, without placing any constraints on the reaction, allows flexibility, depth, clarification and probing " (p.98). All the interviews

All the interviews were personally conducted by the researcher in each school. During each interview the principal was asked to fill in his/her answers in the spaces provided on the interview schedule. However, when answering the open-ended questions, the principal was asked to respond verbally, and where permission was given the answers were tape recorded.

Out of the 13 participating principals, eight agreed to be tape-recorded while answering the open-ended questions. Of the others one preferred the researcher to take notes and four others answered all the questions in writing

3.4 DATA ANALYSIS.

The data collected through the interviews, were analyzed and discussed in the presentation of the findings of the study. Best (1970) suggest that:

Merely describing what is , does not comprise the entire research process. Although the gathering of data and the description of the prevailing conditions or practices are necessary steps, the research process is not completed until the data are organized and analyzed and significant conclusions are derived. These conclusions will be based upon comparisons or causal relationships of various kinds.(p.117).

Furthermore, Bogdan and Bilken (1982) say that:

Data analysis is the process of systematically searching and arranging the interview transcripts... and other materials that you accumulated to increase your understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others.... Data analysis moves you from the rambling pages of description to those products (p.145).

In view of the above perspectives, the formal analysis of the data collected for this study was carried out when the collection of all the information was completed. The analysis is centred on the principals' perceptions of their

role in the provision of instructional leadership relative to the conditions that exist, practices that prevail, attitudes that are held, effects being felt and trends that are developing in the in the principalship. They were asked from their own perspective as educational leaders how they perceived the provision of instructional leadership.

Specifically, an attempt was made to ascertain in the analysis how they characterize their instructional leadership functions as distinct from other functions of the principalship; what functions the principals identify as critical in the provision of instructional leadership; how they see their instructional leadership position in relationship to other demands (managerial, political/administrative) on the principal; what their perceptions and feelings about other professionals and nonprofessionals' involvement and how they characterize the differences in the principalship between the two systems of education.

Consistently underlying the researcher's interest was the desire to compare these perceptions of the public and private school principals in order to present similarities and differences that may exist between the public school system and the private school systems relative to the provision of instructional leadership.

The initial stage of analyses involved the tabulation of data collected from the interviews on a master-plan sheet. The data were categorized according to public and private school principals' responses to the items on the interview schedule. The two open-ended questions were transcribed in order to provide the information from the principals' verbal responses. This general information was separated out according to private and public school classifications of the principals.

Each interview was transcribed and read through in order to determine certain words, phrases, patterns of the participants' way of thinking, events that repeat and stand out from the different principals' descriptions of their role in the provision of instructional leadership. The data from each section of the interview schedule were treated independently. However, quotations from the data of the open-ended questions were used to illustrate and/or substantiate each response.

Since the research method included quantitative techniques of data analysis, basic statistics was employed in the computation of percentages, means, modes, medians and ranges so as to assist in the process of comparing and contrasting the principals' responses on their perceptions of the role of the principal in the provision of instructional leadership in their school systems.

The use of such techniques is not uncommon, Moore (1983) suggests that 'It is not unusual to include tables...in the results of many research articles...to summarize the data.' (p.243). This aspect, Spencer (1982) affirms makes it possible to compare, contrast and examine the subjects in order to observe or discover similarities or differences. In addition, where it was seen appropriate, suitable and relevant illustrative quotes and vignettes from: reviewed literature and findings of past research, were employed to support and/or validate the principals' views and perceptions described in the study.

Chapter IV
ANALYSIS OF DATA.

4.1 INTRODUCTION.

The primary purpose of this exploratory research was to examine and compare principals' perceptions of their role in the provision of instructional leadership in the following areas: the setting of school goals, curriculum development, teacher evaluation, teacher supervision, teacher selection, staff development, monitoring the goals of the school and student evaluation; as perceived by principals of public and private high schools in Winnipeg area schools. The study addressed the following questions:

1. How important do public and private school principals regard their functions in the provision of instructional leadership in their schools?
 - a) How important do principals view their instructional leadership activities in relation to other functions (ie. administrative, managerial, political) that they are required to perform?
 - b) How important do principals regard different aspects of their instructional leadership role?

(ie. the setting of school goals, curriculum development, teacher evaluation, teacher supervision, teacher selection, staff development, monitoring the school goals and student evaluation.)

2. To what extent do public and private school principals see the provision of instructional leadership within their schools as a shared responsibility with other professional and non-professional members of the school community?
 - a) To what extent do principals perceive other selected actors as being involved in the provision of instructional leadership in their schools?
 - b) To what extent do principals feel that other selected actors should be involved in the provision of instructional leadership in their schools?
 - c) To what extent do principals feel supported or constrained in their instructional leadership role by the involvement of other selected actors?

As described in chapter three the interview schedule which was used in the data collection process consisted of three parts. Part one dealt with the work functions of the principalship part two consisted of questions on the principal's interactions with the other publics, and part three consisted of questions on the principal's autonomy.

The main aim of this chapter is to address the problem statement laid out in the introduction. The presentation of the results is based on the sequence in which the questions were outlined in the interview schedule. Data obtained in responses to the scaled and open-ended questions are presented concurrently with how the participants responded in terms of their opinions or perceptions of the role of the principal in the provision of instructional leadership in the school.

Tables of calculated means, ranges, modes, medians and percentages were employed in the description of the responses of the participants to the scaled questions that were included in the interview schedule, while data obtained from the open-ended questions were presented to complement and/or to further clarify the participants' opinions and perceptions in relation to the role of the principal in the provision of instructional leadership in the school within the framework of each question.

4.2 PART ONE: THE WORK FUNCTIONS OF THE PRINCIPALSHIP.

The first question of Part One of the interview schedule focused on the job functions of the principal relative to estimated work week hours principals spent on all the functions of the principalship. The respondents were asked to consider their school year and then give estimates of (a) the number of hours per week they usually work and (b) the

percentages of the work week hours spent on each of the following task areas: clerical work, curriculum, teacher supervision, pupil contact; school finance, evaluation of support staff, community relations, meetings, school associated functions timetabling and other functions of the principalship.

In order to enhance the clarity of each function, they were further sub-divided into their component parts. For instance, the task area "curriculum" was sub-divided into the functions of initiating, planning with teachers, developing new courses, implementation, evaluation, and revision. Table 6 summarizes the respondents' perception of estimated hours per week they usually work.

The data suggest that the private school principals in the survey said that they generally worked slightly longer hours than their public school counterparts. There is an average difference of 6 hours per week which is roughly equivalent to 10-12 percent of the estimated time. The public school principals said that they spent on the overall an average of 48 hours per week doing the different tasks of the principalship. The group's highest estimated time is 50 hours and the lowest is 45 hours respectively. On the other hand, private school principals stated that they spent an average of 54 hours per week doing the same job functions. The highest estimated time was 65 hours and the lowest 45

TABLE 6

Estimated Hours Per Week Spent By The Principals.

Principal	Public Principals Estimated Hrs/Wk.	Principal	Private Principals Estimated Hrs/Wk.
1	50	1	48
2	48	2	60
3	50	3	45
4	45	4	65
5	45	5	55
6	48	6	50
7	50	7	--
Mean	48		54
Range	45-50		45-65
Median	45		55

hours per week. The calculated median for the public school principals was 45 hours while that of the private school principal was 55 hours. There seems to be a similarity in public school principals' responses principals' responses with the finding of the MTS survey of 1978 when 77 percent of principals from junior-senior high school situations indicated that they worked more than 44 hours per week.

The private school principals' responses show a much greater range of work weeks, and comparing the two groups as a whole see themselves as working longer hours than their

counterparts in the public school system. This larger range of responses would seem consistent with a common perception that in Manitoba there is considerable diversity within the private school systems in terms of size and purpose. However the difference may also be attributable to the more bureaucratic nature of urban public schools. Since public schools seem to be more bureaucratic, the responses of principals in such a system would tend to be more homogeneous and standardized- the norms and expectations of the role are more likely to be transmitted than would be the case in the private systems.

However, half of the private school principals responded similarly to the public school principals, but half (3) indicated that they worked 5-15 hours more per week than any public school principal.

Table 7 shows the estimated time in hours per week the respondents said that they spent performing instructional leadership, managerial, administrative and/or political functions of the principalship. The table is constructed to separate out an instructional leadership section from a section on managerial, administrative and/or political functions. Since the study is on the role of the principal in the provision of instructional leadership, the discussion is centred on the section covering the instructional leadership function of the principalship.

TABLE 7

Percentage Estimates Of Time Distributed To Different Areas
Of Responsibilities By Principals

Function	All Priv. Principals							All Public Principals							
	1	2	3	4	5	6	Mean	1	2	3	4	5	6	7	Mean
INSTRUC. LEADERSHIP															
Curriculum	6	10	5	10	10	15	9.3	15	15	6	10	10	15	15	12.3
Teacher super.	12	15	15	15	5	25	14.5	15	15	10	25	10	15	25	16.4
Other (specify eg.teach.)	6	5	10	0	0	5	4.3	0	5	3	0	0	15	0	3.3
TOTAL	24	30	30	25	15	45	28.1	30	35	19	35	20	45	40	32.0
MANAGERIAL, ADMINISTRATIVE AND/OR POLITICAL FUNCTIONS.															
Clerical	30	5	3	10	10	10	11.3	1	3	20	10	0	5	7	6.6
Pupil contact	15	15	20	15	30	25	20.0	20	15	20	25	20	15	35	21.8
School finance	2	5	5	2	10	-	4.0	10	18	10	3	10	15	10	10.9
Eval. sup. Staff	1	5	2	3	1	0	2.0	0	5	1	2	5	5	2	2.9
Community relations	6	15	10	20	15	5	11.8	10	9	20	5	15	5	2	9.7
Meetings	12	10	25	15	10	10	13.7	15	10	5	5	25	5	2	9.6
School associated functions	5	10	5	10	9	5	7.3	14	5	5	15	5	5	2	6.6
TOTAL	71	65	70	75	85	55	70.0	70	65	81	65	80	55	60	68.0

The group of public school principals spent approximately an average of 32 percent of the estimated 48 hours per week on instructional leadership related functions, and the private school principals said they spent an average of 28 percent of the estimated 54 hours per week performing the same functions.

This seems to suggest that although private school principals maintained that they spent more time performing the different functions of the principalship than their counterparts in the public school, the amount of time that they spent on instructional leadership functions appear to be very much the same with that of the public school principals. This allows one to postulate that the longer hours that some private school principals work (that is, principals 2,4 and 5) does not mean that they are able to devote more time to instructional leadership, but that this is taken up on other activities such as meetings, clerical and community relations.

However as shown in Table 8, there appears to more within the group variations than between the group differences in amounts of time both groups of principals allocated to the instructional leadership functions.

When instructional leadership is considered as results indicate on Table 8, certain trends seem to be noticeable from the responses of both public and private school

principals. For instance, principals 4 and 7 said that they spent more time on the task of teacher supervision than in any of the two remaining elements of instructional leadership and the rest of the five public school principals (that is, principals 1,2,3,5 and 6) indicated that they spent equal amounts of their time in performing curriculum and teacher supervision aspects of instructional leadership. When discussing the teaching task, principals 1,4,5 and 7 expressed that they do not teach. On the other hand, principals 2,3 and 6 stated that they do teach. It is interesting that in the MTS survey of public school principals in 1978, the principals acknowledged spending 4.0, 3.6, and 12.8 hours in the areas of curriculum, evaluation of professional staff and teaching, and they desired to spend 7.1, 6.0 and 9.5 hours in the same areas. The public school principals in this study indicated spending 6.0, 9.0 and 2.0 hours in performing the same responsibilities today. They seem to spend more time in curriculum and evaluating professional staff and less time in teaching.

Private school principals 1,2,3 and 4 expressed that they spent more time in supervision than in the other two aspects of instructional leadership, while principals 5 and 6 stated that they spent equal amounts of time performing curriculum and supervision. Four of the principals (that is, principals 1,2,3 and 6) said that they teach and

TABLE 8

Estimated Hours Per Week Principals Spent In Instructional Leadership Tasks

	All Public Principals								All Private Principals						
Function	1	2	3	4	5	6	7	Mean	1	2	3	4	5	6	Mean
Curr.	8	7	3	5	5	7	8	6	3	6	3	7	6	8	5
Teacher Super.	8	7	5	11	5	7	13	9	6	9	7	10	6	8	8
Other specify eg. teach.	0	3	1	0	0	7	0	2	3	3	5	0	0	3	3
Total	16	17	9	16	10	21	21	17	12	18	15	17	9	24	16

principals 4 and 5 maintained that they do not teach. The data support the common perception that private school principals do a lot more teaching than their counterparts in the public school system. Similar findings have been reported in earlier studies by (Kraushar, 1972; Baird, 1977; McCleary and Thomson, 1978 and MTS, 1978).

In question two of this section the principals' attention was focused on twelve specific instructional leadership areas, and then requested to assess the importance the school and the principal give to each of the listed activities relative to the provision of quality education. In addition they were asked to rank order using a scale of twelve the four most important activities that they as

principals would regard as having top priority in the provision of instructional leadership.

Each principal in the public and private school systems made assessments of the importance of the instructional leadership areas from the point of view of what the school expects someone to attend to. Table 9 shows the principals' responses. The majority of public school principals said that the school regards evaluating teachers and the provision of professional development for teachers as very important. With respect to the remaining areas of instructional leadership, the majority of the principals suggested that the school regards them as important.

In their assessments of the same areas, all private school principals indicated that the school see setting school goals and selecting teachers as very important for someone to attend to. More than half of the principals also expressed that the school views the rest of the areas as important.

On the otherhand both public and private school principals suggested that their schools regard deciding on criteria for selecting teachers as very important. In terms of collective response percentages shown in the table, 68 percent and 63 percent of public and private principals' responses were in the "very important" classification, while 30 percent and 37 percent fell under the "important"

TABLE 9

Instructional Leadership Activities As Perceived By The School.

Activity	N	Private Principals			N	Public Principals		
		Very Imp.	Import.	Not Imp.		Very Imp.	Import.	Not Imp.
Set. Sch. goals	6	6	0	0	7	4	3	0
Mon. Sch. goals	6	3	3	0	7	4	3	0
Dec.what to be taught	6	4	2	0	7	4	3	0
Evaluating curriculum	6	4	2	0	7	4	3	0
Devel. cur. Materials	5	2	3	0	7	5	2	0
Dec.on a selection proc. for teachers	6	6	0	0	7	6	1	0
Selecting teachers.	6	6	0	0	7	4	2	1
Dec.on an eval.proc. for tchrs.	6	3	3	0	7	4	2	1
Evaluating Teachers	6	2	4	0	7	6	1	0
Prov.of Prof dev.for teachers	6	2	4	0	7	6	1	0
Dec. when/how to eval. students.	6	3	3	0	7	5	2	0
Mon.stud. Progress	6	3	3	0	7	5	2	0
Percentage	-	63	37	0	-	68	30	2

category. The differences between responses of public and private school principals, may suggest that in both public and private schools; there appears to be no major difference in their conceptualization of instructional leadership tasks. Chubb and Moe (1985) have suggested that although there are large differences between public and private schools, such differences exist relative to "matters of personnel than on matters pertaining to educational content and practice" (p.27).

However when principals were asked to give their own personal preferences independent of their schools' perspectives, there appeared to be some perceptual differences between the principals of the two educational systems. For instance, in assessing the importance of each of the twelve activities as a responsibility of the principal (i.e. activities the principal must play close attention to), most of the public school principals said that they regarded the instructional leadership activities as very important in contrast to their counterparts in the private system. 56 percent of the responses made by public school principals were in the "very important" category as against 42 percent of the private school principals responses. As can be seen in the table, all public school principals considered selecting teachers as very important. This was followed by other functions such as evaluating teachers, deciding on a selection process for teachers, setting school goals and monitoring school goals. The

TABLE 10

Instructional Leadership Activities As Perceived By The Principal.

Functions	Private Principals				Public Principals			
	N	Very Imp.	Import.	Not Imp.	N	Very Imp.	Import.	Not Imp.
Set.Sch. goals	6	5	1	0	7	5	2	0
Mon.Sch. goals	6	4	2	0	7	5	2	0
Dec.what shld.be taught	6	0	6	0	7	2	5	0
Eval. curr.	6	1	4	1	7	3	4	0
Dev. curr. Materials	6	0	1	5	7	2	1	4
Dec.on a sel. process for teachers.	6	5	1	0	7	6	1	0
Sel.teachers	6	5	1	0	7	7	0	0
Dec. on eval. Proc.for teachers	6	3	3	0	7	3	3	1
Eva. teachers	6	4	2	0	7	6	1	0
The Prov.of prof dev.for teachers.	6	2	4	0	7	4	2	1
Dec.when/how to eva. stud.	6	0	6	0	7	1	5	1
Mon. stud. progress	6	1	4	1	7	3	3	1

private school principals suggested the same elements which were selected by their counterparts in the public school system as being very important. The public principals' perceptions of teacher evaluation as their responsibility more than their counterparts in the private school sector may be as other researchers (Chubb and Moe, 1985) have found in their studies private school department heads play a greater role in teacher evaluation than do the principals themselves. Another suggestion is that evaluation is a requirement in the public school system than in the private school systems.

When forced to choose and rank order the four most important activities to the principal in the provision of instructional leadership, some patterns of differences emerged within the groups instead of between group variations as shown in Table 11. The collective group responses of the principals appeared to be very similar in terms of setting priorities. Both groups of public and private school principals selected the same areas of instructional leadership as having the highest priority but somewhat differed in the order they ranked them. The majority of public school principals chose and ranked the following four areas: 1. Setting school goals; 2. Selecting teachers; 3. Monitoring school goals and 4. Evaluating teachers. On the other hand, all private school principals rank ordered the same areas in the following sequence: 1.

Setting school goals; 2. Selecting teachers; 3. Evaluating teachers and 4. Monitoring school goals.

Within group differences were manifested in both the perceptions of public and private school principals. More than half of the public school principals (3, 4, 5 and 6) ranked the setting of school goals as their number one priority, those principals who differed (1, 2 and 7) indicated the following areas: selecting teachers, evaluating the curriculum and monitoring student progress as number one areas. Less than half of the principals (3, 5 and 6) ranked the monitoring of school goals as the second priority area. Others, principals 1 and 7 indicated that the evaluation of teachers was their number two priority, and the remaining two principals (2 and 4) identified their second areas of priority were selecting teachers and developing curriculum material respectively.

A little more than half of the principals (2, 3, 6 and 7) ranked selecting teachers as their number three priority area, the rest of the three principals (1, 4 and 5) chose setting school goals, provision of professional development for teachers and deciding when/how to evaluate students as their third areas of priorities. Evaluating teachers was ranked as the fourth area of priority by principals 2, 3 and 4. Principals 1 and 4 stated that their number four areas of priority were the provision of professional development for teachers and monitoring school goals. The remaining two

principals (5 and 7) said that monitoring student progress and evaluating curriculum were their fourth priority areas.

Within the private school system, the majority of the principals (1, 3, 5 and 6) ranked the setting of school goals as their first area of priority, and the rest of the two principals (2 and 4) said they considered the monitoring of school goals and evaluating teachers as their first areas of priorities. Half of the principals suggested that selecting teachers was their second priority area, the remaining three of the principals (1, 2 and 3) identified monitoring school goals, evaluating curriculum and deciding selecting process for teachers were their number two areas of priority respectively.

With reference to the third areas of priority, principals 1 and 3 chose selecting teachers, principals 5 and 6 indicated evaluating teachers, principals 2 and 4 selected deciding on an evaluating process for teachers and setting school goals. In ranking their fourth areas of priority, principals 1 and 6 expressed that the provision of professional development for the teachers was their choice, principal 2 said evaluating teachers, while the rest of the principals (3, 4 and 5) identified monitoring student progress, monitoring school goals and deciding when/how to evaluate students respectively.

TABLE 11

Instructional Leadership Functions As Ranked By The Principals.

Activity	Private Principals						Public Principals										
	1	2	3	4	5	6*	LFPI	Rank	1	2	3	4	5	6	7	LFPI	Rank
Set.sch.goals	1	0	1	3	1	1	18	1	3	0	1	1	1	1	0	18	1
Mon.sch.goals	2	1	0	4	0	0	8	4	0	0	2	4	2	2	0	10	3
Dec.what shld be taught.	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	
Eva.the curr.	0	2	0	0	0	0	3		0	1	0	0	0	0	4	5	
Dev.curr. materials	0	0	0	0	0	0	0		0	2	0	0	0	0	0	3	
Dec.on sel. proc. for teachers.	0	0	2	0	0	0	3		0	0	0	0	0	0	0	0	
Sel.teachers	3	0	3	2	2	2	13	2	1	3	3	2	0	3	3	15	2
Dec.on an eva.Proc. for teachrs.	0	3	0	0	0	0	2		0	0	0	0	0	0	0	0	
Eval.teachers	0	4	0	1	3	3	9	3	2	4	4	0	0	4	2	9	4
Prov.of prof. dev.for tchrs.	4	0	0	0	0	4	2		4	0	0	3	0	0	0	3	
Dec. when/how eval.studs.	0	0	0	0	4	0	1		0	0	0	0	3	0	0	2	
Mon. stud. progress	0	0	4	0	0	0	1		0	0	0	0	4	0	1	5	

*LFPI = Leadership Function Principal Index 1=4, 2=3, 3=2, 4=1.

In addition to questions one and two, the respondents were asked to respond to the following open-ended question:

Within the current 'Effective schools' literature there is a focus on the principal as "Instructional Leader". However other authors question this emphasis and stress instead the "Managerial", "Political", and/or "Administrative" role of the principalship. How do you see your current role as principal of a public/private high school in relation to these different demands made of you?.

This question was open-ended in order to allow the principals to express their opinions from their own point of reference with respect to the current role of the principal. The principals were asked for verbal responses and the analysis of this question consisted of summarizing their opinions about the contemporary role of the principal.

In describing the current role of the principal, most of the respondents in both public and private schools were in general agreement that instructional leadership ought to be the primary role of the principal above any other function of the principalship.

As would be seen in the next pages, the principals each principal had his/her concept of their role in the provision of instructional leadership. Some stated that they viewed themselves first and foremost as instructional leaders, yet they were not hesitant to further add that the principal's role also involves the performance of managerial political and/or administrative functions. They postulated that they

performed such functions in their efforts to provide instructional leadership thereby enhancing the teaching-learning activities in their schools.

They endeavored to perform all those functions that would directly or indirectly contribute to the provision of instructional leadership. They saw every other function as revolving around the role of instructional leadership of the principal. For instance, the following phrases exemplify the respondents mixed reactions: "I don't think we can be successful and ignore any of the other areas", "the principal as instructional leader is idealistic", "the role of the high school principal in Winnipeg is different" "all these functions...are largely semantics" and "I don't think that any of those four areas can be extracted, you have to be involved in all four of them" in order to succeed in the provision of instructional leadership. They said that the other aspects of of the principal's role (managerial, administrative and/or political) have an impact upon what he/she does as instructional leader.

Therefore in describing their current role and the significance of instructional leadership certain points seemed to emerge from most of the comments described in the following pages:

1. That they all regard instructional leadership (as a motherhood statement) as being a central component of their task.

2. They do not believe that instructional leadership can be easily separated out from other activities that they do-ie, everything is in some way connected to the improvement of the teaching-learning activities.
3. Individual principals in both public and private schools operationalised and/or rationalized instructional leadership in their own way relative to their own school contexts.
4. That in a practical way the role of the principal as instructional leader transcends and includes providing leadership in activities such as curriculum, teaching and teacher supervision. However, the principal has to perform managerial, administrative and/or political functions as well.

Those public principals who responded and said they are instructional leaders said so on the fact that they were appointed as principals on the basis of their very good performance as classroom teachers. They consistently stressed that the principal has to be an instructional leader because of the fact that schools are first and foremost places where children are supposed to learn and therefore the principal cannot neglect his/her primary role of providing instructional leadership. They did not hesitate to say that the role of the principal as instructional leader cannot be overemphasized, though it may entail combining all other role expectations and demands; his/her primary role is first and foremost instructional leadership.

Other public school principals however said that the managerial aspect of the principalship has in recent years become very prominent in high school education resulting in a shift from the traditional role of the principal as teacher of teachers to that of manager of the school.

The following are some vignettes that are illustrative of the public school principals' perceptions of the current role of the high school principal in Winnipeg:

Public School Principal #7 said:

I still feel that as a principal I am an instructional leader. I would like to think that I became a principal because I was a very good classroom teacher, if it was not for that I am sure I would not have had the opportunity of being in administration.... I would like to think of myself as a manager in many areas, I also realize that there are political implications in many of the decisions that I make as an administrator.

Public School Principal #4 stated:

In one word my role I think is facilitator. I guess what I mean by facilitator is that in every area whether it is teachers, students or parents I am listening, I am trying to give support so that the school experience can be something that all of the people involved in find it a pleasant experience. My job is to try to take anything I see as a barrier to making the school a pleasant, meaningful experience and get rid of it.... I certainly agree that you have to be an instructional leader. I don't think that we should ever lose sight of the fact that schools are places where young people are supposed to learn, and if we don't pay attention to what they are learning we are not earning our salaries. However, I don't think we can be successful and ignore any of the other areas.

Public School Principal #3 maintained:

The role of the principal in the city of Winnipeg as I see it is somewhat different, it has modified and changed over the years. It is highly managerial, very political and you are an administrator. Now you would like to kid yourself that you are an instructional leader, but the truth of the matter is because of the Board policies and the time and effort that you have to put into administering the school and looking after the political and managerial roles you have very little time as an instructional leader.

Public School Principal #5 expressed:

Well I believe that the principal as instructional leader is somewhat idealistic. I think that really is the epitome of what a principal is ideally supposed to be, but in practical terms particularly in a school this size and the diversity of the types of programmes and students that we have the principal has to be a manager. He certainly has to be a politician to be able to gain the confidence of the variety of publics.... Yes , we aspire to instructional leadership, but unfortunately because of just the day to day tasks I am convinced we don't do nearly as much as we should or we would like to.

Public School Principal #6 responded:

My purpose of exercising leadership in the school is for effective instruction.... Putting instructional leadership into a more practical sense would include managerial, administrative and/or political responsibilities. I would like to think instructional leadership ought to mean my purpose is effective instruction, so that no matter what I do the goal is effective instruction. You know as principal you do manage, as principal you are taking care of political functions , and as principal you are doing those things that are normally called administrative which is managing. You spend a major part of your time performing these tasks.

Public School Principal #2 answered:

Well, I have to be honest with you I don't think that any one of these four areas can be extracted, you have to be involved in all of them. I really regret to the fact that we have to be cognizant of

the political role especially in view of the taxes and tax loads, but I like to think that I can divide my time and hopefully my talents in all four areas with greater emphasis on the administrative and curriculum tasks.

Public School Principal #1 replied:

I see my role as incorporating all the four aspects, but I believe that instructional leadership is my primary role. I believe I was appointed the principal of this school because of my success in the classroom. As instructional leader I see myself as a facilitating what takes place in the school towards the improvement student learning and achievement of the school goals.

The public school principals were inclined to describe the role of the high school principal in Winnipeg as being modified, changed and has become more complex and somewhat different from what it used to be in early days. The contemporary principal performs highly managerial, political and administrative functions more than ever before. As public school principal #5 said:

The instructional leadership role of the principal is somewhat idealistic and is really the epitome of what a principal is ideally expected to be. But in real actual daily running of the school, the time and efforts they put in performing the managerial, political and administrative functions and the application of Board policies leave them with very little time for instructional leadership.

Notwithstanding, as heads of schools they are in charge of all other events that take place in the school outside instructional leadership and ultimately responsible for what takes place in and around the school. The principals argued

that because of the complexity of the school with respect to size , the diversity of the types of students, programmes and courses offered, the principal has to function as a manager in order to make the school a conducive environment for effective teaching and learning to take place. As principal #1 stressed " This means that they are involved in a lot of organizational mechanics such as scheduling, budgeting and timetabling that the teachers do not have the time and should not be concerned with".

Other public school principals suggested that, as an administrator the principal is really involved in the performance of managerial responsibilities and tasks. According to principal #4 the two roles are really inseparable from each other.

Most of the public school principals also agree that the current role of the principal has become more political in view of the different publics that are involved in education. The contemporary role of the principal exposes him/her to the expectations of different groups in terms of the many decisions which the principal makes that sets and creates reactions from the various members of the community.

The following are comments from some of the principals relative to the politics of the principalship:

Public School Principal #5 expressed:

He certainly has to be a politician to be able to gain the confidence of the variety of publics,-

the confidence of the superintendent and board to obtain the budget necessary to run a mammoth operation like this.

Public School Principal #7 explained:

I would like to think of myself as a manager in many areas. I realise that there are also political implications in many of the decisions that I make. It is not so much the politics as we know it with our political parties, but basically it is based on the fact that I realise that for every decision that I make there is going to be a reaction first of all by my staff, secondly by the students, thirdly by the parents and through the parents to the superintendent and the board members. So there are actually five tentacles or arms out there that really make me think, especially if I am going to make a decision or form a policy that is going to affect all of these people at the same time.... I guess the key here is that as long as it's only some of the people that don't agree with you at one time you are safe.... As administrators we do make so called political decisions at times. Let's face it, school trustees are politicians, and they are our employers. As a result, there are times when we have to think of them. Our decisions must also abide within the parameters of the policy as set out by our school trustees in our policy manual.

Public School Principal #4 said:

I do think that we have to be aware politically. When I say political I am not just talking about my superintendents and trustees. To me, in the public school system, (and probably in the private school system) parents and students are part of the political area that we can't ignore. I think that we have to make sure that in some sort of way we are meeting the expectations of our community. There are a lot of ways in finding that out. Frequent communication, -not just letters home, but phone calls, being very visible on nights when you know that parents are going to be at school, concerts, games, or drama productions are all important. You just try to be a very good listener to get a handle on whether you are delivering what the community expects. To me that's political and I think is a very important role to play. To ignore them no matter how good you are, I think is asking for trouble. I think

you have to see what they expect. If it doesn't agree with what you expect then I think you have to dialogue with them, or may be set up parent committee groups. But I don't think that is ever necessary as long as you have a very good ear on what the people expect the school to be delivering.

Public School Principal #3 responded:

Politically, the school board is very sensitive to local pressure. Therefore you often spend a large amount of time trying to deal with local pressures which should not exist. Complaints and things of a political nature should not really be a functional part of the principal's job. However there are certain people that feel they can manipulate school trustees and the superintendent's department to get their own way, and that's how they feel.

In response to the same question, private school principals indicated that their current role involve the the ability to perform all the four functions of the principalship. Those who at any rate perceived instructional leadership as their primary role described it in terms of sharing, helping, being supportive and facilitating the teaching-learning activities in the school. Some of the principals indicated that the teachers and/or department heads were the primary instructional leaders in their schools.

Private School Principal #5 stated:

I would like to just initiate first of all that in terms of the role as instructional leader, that is something that in our school here is shared very much with people in the departments. I expect that the teachers who are department heads know something about teaching, and have taught successfully for a number of years and therefore give assistance in that area. But I also feel very good about the classroom- my own classroom

experience, I would like to teach more than I do. I teach two courses,- usually one or two courses,- and I think that it is an important role for the principal. But like I say it is a role that I share.

The principal however added that he works closely with the teachers to make certain that they have everything available in order to make learning a good and productive experience for the students.

Private School Principal #1 explained:

While there is no doubt that the principal is the instructional leader, the primary instructors are the teachers. However, it is very essential that the principal fully supports the teachers in their work. The immediate concerns such as materials and support must be provided to them so that they can wholeheartedly dedicate themselves to the task of teaching. The principal becomes engaged and involved in the task of fulfilling these needs, in view of the fact that the teachers cannot be effective instructors if there is chaos around them.

This principal further stated that as instructional leader he/she provides the teachers with needed guidance, encouragement and focusing. His or her role is to support and encourage teachers with new ideas so as to push them to new levels of proficiency.

Private School Principal #4 expressed:

As instructional leader, the principal gives guidance, encouragement and focus in what the teachers do. He/she is a model to the staff, is current in literature about effective instruction, visits the classroom a lot, undertakes formal evaluation and provides teachers with feedback about their instruction. The bottom line of his or her role is to enhance and to make sure that the kids are getting effective instruction. As instructional leader, the principal should not be overwhelmed by the other aspects however necessary they are.

Private School Principal #6 said:

The number one role of the contemporary principal is instructional leadership, however, others (managerial, political and/or administrative) are necessary though should not overwhelm the principal.

Private School Principal #2 replied:

There has been a shift in the principal's role of instructional leadership to managerial, political and/or administrative more than before and than desired.

Private School Principal #3 explained:

The role of the contemporary principal is first and foremost that of an administrator followed by manager, instructional leader and politician.

According to their perceptions, the principal's role has become more of a facilitator of things happening in the school, she or he engages in helping teachers to overcome, eliminate and solve their problem whether it is material or student in character. According principal #4, as head of the school the principal must make sure that the school runs effectively by providing a proper schedule, proper opening and closing procedures, proper budgeting and a properly run office.

Private principals were also aware of the politics involved in role of the contemporary principal as he/she runs the school. The principal must have to be involved with the school community, parents, directors and/or boards of the school etc.

Private School Principal #4 said:

There is a very relevant political function to my job. I have to be in close contact with the school community, the board of the school, the PTA, and with the many on-going committees that run the school. So the politics of the position is very much in place.

The politics of the principal's position is very much in place in the private school, but other principals described it in terms of public relations that they as heads are responsible to perform on behalf of the whole school. They are always dealing with the various constituencies of the school, for example, the board of the school, the PTA, the students, the on-going committees that run the school, the executive, etc., in the efforts to get resources for the school and to satisfy the demands of the school publics.

Private School Principal #5 maintained:

There is also a sort of political role I see that. I like to think of it more as a public relations kind of role where I need to meet with different groups,-the executive, the building committee,...and make sure that there is a good communication between all of the different groups. But I personally don't like to be considered someone who is political, who makes those kinds of decisions. I don't relate very well to that particular role.

Like their counterparts in the public system, private principals were cognizant of the other role functions of the principalship, and were careful not to separate out instructional leadership from the other role functions. For example Private School Principal #5 said:

I guess in that sense I don't like the division between instructional leader.... I guess my own leadership style is more low key, helping people

rather than imposing something on people. So I would like to see myself as the facilitator in all the areas that need facilitating, whether it's instructional or managerial. You see, I don't like the divisions. If I am forced to choose between those two I would probably say instructional leader, although I am not sure how the teachers would look at that. They might say, "no you are more of a manager".

Private School Principal #4 pointed out that:

No school is going to run effectively unless it has a proper schedule and proper opening and closing procedures, and a properly run office and proper budgeting. So I don't distinguish between the principal as instructional leader, and the principal as manager, and the principal as politician. I view myself as being all of those. I don't feel comfortable choosing. I really see the effective principal as having to combine those various functions.

4.3 PART TWO: INVOLVEMENT OF OTHER ACTORS IN THE PROVISION OF INSTRUCTIONAL LEADERSHIP AS PERCEIVED BY PRINCIPALS.

Part two of the interview schedule dealt with the principals' perceived interactions with other professional and non professional members of the school in the provision of instructional leadership. Respondents were asked to indicate on a seven point scale the degree of involvement that they felt the principal, teachers, the central office, parents, trustees, the community and the Department of Education have in the provision of instructional leadership in the following areas: 1. school goals, 2. curriculum development, 3. teacher selection/dismissal, 4. teacher supervision, 5. teacher professional development, 6. student evaluation and 7. monitoring of student progress. In

answering the question, the principals were expected to respond by indicating the people who take part and the degree of participation in decisions relating to the various tasks and responsibilities in the provision of instructional leadership in the school.

Generally, the respondents' perceptions as indicated by the frequencies in the mode scores, the principal is by far the most active participant in the decisions that are made with respect to the provision of instructional leadership. He/she is involved in almost all the twelve decision making areas in the school. Teachers are only slightly less active participants in decision-making than the principals. As indicated by the principals in certain areas of instructional leadership for example curriculum development, the provision of teacher professional development and student evaluation the teachers have a major role than any other actors. The rest of the actors are also involved but only in certain areas, this is true in both private and public schools. The following is a description of the principals' responses.

TABLE 12

Perceptions Of Principals Of Their Involvement In Decision-Making

ACTIVITY	PUBLIC SCHOOLS		PRIVATE SCHOOLS	
A. SCHOOL GOALS	1 2 3 4 5 6 7	MODE	1 2 3 4 5 6	MODE
The set.of school goals	5 5 5 5 5 5 5	5	5 5 5 5 5 5	5
The mon. of school goals	5 5 5 5 5 5 5	5	5 5 5 5 5 5	5
B. CURRICULUM DEVELOP.				
Dec. what will be taught in the school	5 4 4 4 4 4 5	4	5 5 4 5 5 5	5
Evaluating curriculum	2 4 4 4 4 4 5	4	5 5 4 5 4 4	5&4
Dev. curriculum material	4 4 4 3 2 3 2	4	4 4 3 3 2 4	4
C. TEACHER SELECTION/ DISMISSAL				
Deciding how to select teachers	5 5 5 5 5 5 5	5	5 5 5 5 5 5	5
The selec. of teachers	5 5 5 5 5 5 5	5	5 5 5 5 5 5	5
D. TEACHER SUPERVISION				
Decisions rel.to how teachers are evaluated	5 6 5 5 5 5 5	5	5 5 5 5 5 5	5
Evaluating Teachers	5 6 5 5 5 5 5	5	6 5 5 6 5 5	5
E. TEACHER PROFESSIONAL DEVELOPMENT				
The prov.of professional development of teachers	5 5 5 5 4 5 3	5	5 5 4 5 5 5	5
F. STUDENT EVALUATION				
Dec. when/how students will be evaluated	5 5 5 5 4 5 5	5	5 5 5 5 5 5	5
Mon. student progress	5 5 4 5 3 4 5	5	4 4 5 4 5 4	4

1=No Involvement, 2=Information Receiving, 3=Information Seeking/Advisory, 4=Minor Decision Making Role, 5=Major Decision-Making Role, 6=Sole Authority, And 7=Don't Know.

4.4 THE INVOLVEMENT OF PRINCIPALS IN INSTRUCTIONAL LEADERSHIP DECISION-MAKING.

In their responses to the levels of their involvement in decision-making in the specified areas of instructional leadership, both public and private principals indicated that they play a major role in decisions in almost all the twelve areas of instructional leadership. Public school principals reported that they are a major source of influence in decisions with respect to: setting of school goals, the monitoring of school goals, deciding how to select teachers, the selection of teachers, decisions relating to how teachers are evaluated, evaluating teachers and deciding when/how students will be evaluated. As shown in Table 12 the mode scores were 5.0, 5.0, 5.0, 5.0, 5.0, 5.0, 5.0 and 5.0 indicating that the principal has a major influence relative to the final decisions made in the provision of instructional leadership.

Similarly, private school principals reported having influence in areas such as: setting of school goals, the monitoring of school goals, deciding what will be taught in the school, deciding on how to select teachers, the selection of teachers, decisions relating to how teachers are evaluated, evaluating teachers, the provision of professional development for teachers, and deciding when/how students will be evaluated. The mode scores as shown in the table were 5.0, 5.0, 5.0, 5.0, 5.0, 5.0, 5.0, 5.0, and 5.0.

The responses of public and private school principals appear to be very similar in most of the areas of instructional leadership with the exception of some differences in the area of curriculum development. Public school principals indicated that they were less involved in the area of curriculum development than their counterparts in the private school system. This may be as Chubb and Moe (1985) have suggested:

Public school principals are more prone to view their role as that of an "efficient and effective manager" and as a "representative of parents, leaders, and sponsors" than are private school principals. In contrast, private school principals, more than public, see their roles fitting the alternatives to these: namely, "leading the school in new educational directions," and "selecting and directing school policy according to (their) best professional judgement" (p.22).

4.4.1 The Involvement Of Teachers In Instructional Leadership Decision-Making.

As shown in the Table 13 both public and private school principals perceived their teachers as the second most influential actors in the decision-making process in most of the areas relative to the provision of instructional leadership. Collectively all public school principals indicated that teachers had a major decision-making role in ten out of the twelve areas of instructional leadership listed in the study. It was only in the two areas of teacher selection that the principals expressed that their teachers had a minor role in deciding what takes place. In the same

TABLE 13

Teacher Involvement In Instructional Leadership Decision-Making.

ACTIVITY	PUBLIC SCHOOLS	MODE	PRIVATE SCHOOLS	MODE
A. SCHOOL GOALS	1 2 3 4 5 6 7		1 2 3 4 5 6	
The set. of school goals	5 5 5 5 5 4 5	5	5 4 5 5 5 5	5
The mon. of school goals	5 5 5 5 4 4 5	5	4 4 5 5 3 4	4
B. CURRICULUM DEVELOP. Dec. what will be taught	5 4 5 5 5 3 5	5	5 4 5 5 5 4	5
Evaluating Curriculum	6 4 5 5 4 4 5	5&4	5 4 5 5 5 4	5
Dev. Curr. material	5 4 5 4 5 4 5	5	5 5 5 5 4 4	5
C. TEACHER SELECTION/ DISMISSAL Deciding how to select teachers	3 4 4 4 4 2 5	4	2 3 5 4 4 1	4
The selection of teachers	3 4 4 4 3 2 5	4	2 3 5 2 2 1	2
D. TEACHER SUPERVISION Decisions relating to how teachers are evaluated	4 5 5 5 5 4 5	5	4 3 5 4 4 3	4
Evaluating teachers	4 5 4 5 5 2 2	5	4 3 4 2 2 1	4&2
E. TEACHER PROFESSIONAL DEVELOPMENT The provision of prof. development of teachers	5 5 5 5 5 5 6	5	5 5 5 6 4 5	5
F. STUDENT EVALUATION Deciding when and how studs. will be evaluated	5 5 5 5 5 5 5	5	5 5 5 5 5 5	5
Mon. student progress	5 5 5 5 5 5 5	5	5 5 5 5 5 5	5

1=No Involvement, 2=Information Receiving, 3=Information Seeking/Advisory, 4=Minor Decision-Making Role, 5=Major Decision-Making Role, 6=Sole Authority, And 7=Don't Know.

vein, their counterparts in the private sector suggested that teachers had great influence in eight out of the twelve areas of instructional leadership in the school.

The respondents from both public and private schools agreed that the teachers played a major role in decisions with respect to the provision of professional development of teachers, deciding when/how students will be evaluated and monitoring of student progress. They were also in agreement that teachers were a major source of influence in deciding what will be taught in the school, evaluating the curriculum and developing curriculum material more than even the principals themselves.

However the principals differed in opinions relative to teacher involvement in areas like monitoring of school goals, the selection of teachers, decisions relating to how teachers are evaluated and evaluating teachers. While all public school principals said that teachers had major influences in decisions relating to the monitoring of school goals, how teachers are evaluated and evaluating teachers, private school principals maintained that teachers in their schools played a minor decision-making role in the same areas. With respect to the area of the selection of teachers, all public school principals indicated that their teachers played a minor decision-making role and the private school principals suggested that their teachers were only regularly kept informed of the final decision outcomes.

However there were within the group differences in the responses of both public and private school principals. Principal 6 in the public school expressed the least involvement by his teachers in most of the areas of instructional leadership listed. He said the teachers played only a minor role in decisions involving areas such as setting the school goals, monitoring the school goals, evaluating curriculum, deciding what would be taught and decisions relating to how teachers are selected. He also suggested that the teachers were only regularly kept informed concerning decisions made in areas like deciding how to select teachers, teacher selection and evaluating teachers, while their advice was always sought before deciding what will be taught. Principals 2,3,4 and 5 stated that the teachers had a minor decision-making role in deciding how to select teachers while principal 1 said that he constantly sought his teachers advice prior to making any decisions in the same area.

From their descriptions of teacher involvement in the decision-making process, it may be suggested that perhaps both public and private school principals agree that their teachers have a major influence in decisions areas pertaining to content, teacher professional development and matters relating to classroom situations (ie. student evaluation). While in areas relating to teacher selection, monitoring of school goals and teacher supervision, public

school principals appear to collaborate with teachers than their counterparts in the private school systems.

4.5 CENTRAL OFFICE INVOLVEMENT

In their description of the involvement by the central office in decision-making in the provision of instructional leadership, all public school principals reported that the central office participated in the decision-making process in a minor way in more than half of the twelve areas of the role of the principal in the provision of instructional leadership. Notwithstanding, they indicated that the central office had a major role to play in the two areas of deciding how to select teachers and the selection of teachers. Furthermore, they maintained that the central office was regularly consulted for advice with respect to the area of developing curriculum material.

The within group responses of public school principals were for the most part closely related with the exception of a few cases where dissimilarities were expressed. For instance, in the area of teacher selection, principals 1, 3 and 7 perceived the central office as having a major role, principal 2 said that the central office was the sole decision maker, while principals 4, 5 and 6 were of the views that the central office either was always consulted for advice any decisions were undertaken or had a minor role to play. (See Table 14).

TABLE 14

Central Office Involvement In Instructional Leadership
Decision-Making.

ACTIVITY	PUBLIC SCHOOLS	MODE	PRIVATE SCHOOLS	MODE
A. SCHOOL GOALS	1 2 3 4 5 6 7		1 2 3 4 5 6	
The set. of school goals	5 4 4 4 3 4 4	4	2 - 2 3 - 5	2
The monitoring of school goals	4 4 1 4 1 4 3	4	3 - 2 3 - 5	3
B. CURRICULUM DEVELOP. Dec. what will be taught in the school	3 3 4 4 4 5 5	4	4 - 5 3 - -	-
Evaluating curriculum	2 3 4 4 4 3 3	4&3	3 - 5 3 - -	3
Dev. curr. material	1 3 4 3 4 3 2	3	2 - 4 5 - -	-
C. TEACHER SELECTION/ Deciding how to select teachers	5 6 5 4 4 3 5	5	4 - 4 3 - 5	4
The select. of teachers	5 6 5 3 4 3 5	5	2 - 2 5 - 5	5&2
D. TEACHER SUPERVISION Decisions rel. to how teachers are evaluated	2 4 4 4 4 4 5	4	4 - 4 3 - 4	4
Evaluating teachers	2 4 4 4 4 2 4	4	3 - 4 2 - 1	-
E. TEACHER PROFESSIONAL The provision of prof. development of teachers	4 4 4 4 4 5 3	4	2 - 4 5 - 5	5
F. STUDENT EVALUATION Deciding when and how students are evaluated	4 4 1 4 4 3 3	4	2 - 3 1 - 4	-
Mon. student progress	4 4 1 3 3 4 3	4&3	4 - 4 1 - 3	4

1=No Involvement, 2=Information Receiving, 3=Information Seeking/
Advisory, 4=Minor Decision-Making Role, 5=Major
Decision-Making Role, 6=Sole Authority, And 7=Don't Know.

Private school principals had differing opinions with respect to the involvement of the central office in decisions related to the role of the principal in the provision of instructional leadership. Principals 2 and 5 said that they had no central offices and therefore withheld making any comments about the involvement of the central office. However, the remaining principals expressed varied views about the influence of the central in the different areas like deciding what will be taught in the school, developing curriculum material, evaluating teachers and deciding when/how students are evaluated.

In the area of deciding what will be taught in the school, principal 3 stated that the central office was a major participant, principal 1 said that the central office's role was minor and principal 4 explained that he always sought the advice of the central office before venturing into any decision-making. The area of developing curriculum material also revealed differences opinion by the principals. For instance, principal 4 indicated that the central office was a major source of influence, while the same office was perceived to have a minor influence by principal 3, and principal 1 said that he regularly kept the central office informed of the decisions that were made by others.

The private school principals responded in the same ways in relation to the areas of evaluating teachers and deciding when/how students are evaluated With the exception of the

two areas of the provision of professional development for teachers and the selection of teachers where the principals indicated that the central office had a major role in determining what took place, their collective responses in the rest of the areas ranged from minor decision maker, not involved, frequently kept abreast of the final outcomes of the decisions made by others and the advice of the central office was always sought before undertaking any decisions.

4.6 PARENTAL INVOLVEMENT

When asked about their perceptions toward the involvement of parents in decisions relative to the provision of instructional leadership, both public and private principals in their group responses maintained that parents were not involved in ten out of the 12 decision-making areas specified in the study. Nevertheless, public principals expressed that in the setting of school goals and deciding what will be taught parental advice was sought before any decisions were undertaken. While in areas such as monitoring the school goals, evaluating the curriculum and monitoring student progress parents were always kept informed of any final decisions that were made. In the remaining areas such as developing curriculum material, deciding how to select teachers, the selection of teachers, decisions relating to how teachers are evaluated, evaluating teachers, the provision of professional development of teachers and deciding when/how students are evaluated the

TABLE 15

Parental Involvement In Instructional Leadership Decision-Making.

ACTIVITY	PUBLIC SCHOOLS	MODE	PRIVATE SCHOOLS	MODE
A. SCHOOL GOALS	1 2 3 4 5 6 7		1 2 3 4 5 6	
The set. of school goals	3 3 4 4 3 3 5	3	3 3 2 4 5 3	3
The monitoring of school goals	3 3 1 4 1 3 2	3	4 2 2 4 3 2	2
B. CURRICULUM DEVELOP. Deciding what will be taught in the school	2 3 4 3 1 4 4	4	4 3 5 4 3 -	4&3
Evaluating curriculum	2 3 1 3 1 3 2	3	3 2 4 4 3 -	4&3
Developing curr. material	1 3 1 2 1 2 1	1	2 1 3 2 2 -	2
C. TEACHER SELECTION/ DISMISSAL Deciding how to select teachers	1 3 1 2 1 2 1	1	2 2 4 3 5 1	2
The selection of teachers	1 3 1 2 1 2 1	1	1 2 2 1 2 1	2&1
D. TEACHER SUPERVISION Decisions relating to how teachers are evaluated	1 3 1 1 1 2 1	1	2 2 4 3 5 3	3&2
Evaluating teachers	1 3 1 2 1 2 1	1	1 1 3 3 3 1	3&1
E. TEACHER PROF.DEVELOP. The provision of prof. development of teachers	1 2 1 2 1 2 1	2&1	2 1 2 1 2 1	2&1
F. STUDENT EVALUATION Deciding when and how students are evaluated	1 3 1 4 1 1 1	1	3 2 3 2 2 3	3&2
Mon. student progress	1 - 4 3 2 4 5	4	3 3 5 3 2 2	3

1=No Involvement, 2=Information Receiving, 3=Information Seeking/Advisory, 4=Minor Decision-Making Role, 5=Major Decision-Making Role, 6=Sole Authority, And 7=Don't Know.

principals disclosed that there was no parental involvement. See Table 15 above.

The within group answers of the public school principals also manifested a lack of consensus about parental involvement in the different areas of instructional leadership. However principals 3, 4, 6 and 7 suggested a minor parental decision-making influence in a few of the areas like the setting of school goals, the monitoring of school goals, deciding what will be taught in the school, deciding when/how students are evaluated and monitoring student progress. In addition, principal 7 alone, maintained that parental involvement was major in the setting of school goals and monitoring student progress. More than half of the principals (1, 3, 5 and 7) said that they did not involve the parents in seven to ten out of the twelve specified instructional leadership areas.

When asked to respond to the same question about parental involvement in decision-making in the different areas of instructional leadership, private school principals as a group expressed that only in the two areas of deciding what will be taught in the school and evaluating the curriculum they involved parents in a minor way in the final decisions that were made. Notwithstanding, they indicated that parental advice was always sought before any decisions were made in areas like setting school goals, deciding what will be taught, decisions related to how teachers are evaluated and monitoring student progress. In the other five areas of

monitoring school goals, evaluating the curriculum, deciding how to select teachers, evaluating teachers and deciding when/how students will be evaluated, the parents were basically always kept informed of the final decisions that were made by others.

On the other hand, within the group responses manifested differing perspectives by the principals. For example, principals 3 and 5 disclosed that parental participation was major in the areas of deciding what will be taught in the school, monitoring student progress, the setting of school goals, deciding how to select teachers and in decisions relating to how teachers are evaluated. Principals 1, 3 and 4 also said that parents had a minor decision-making role in certain areas of instructional leadership as shown in the table.

4.7 TRUSTEE INVOLVEMENT

Generally, all the public school principals indicated a lack of involvement by the school trustees in all of the instructional leadership areas with the exception of the two areas of deciding what will be taught in the school and decisions relating to how teachers are evaluated. They said that in the rest of the areas the trustees were regularly kept informed of the decisions that were made by others or they always sought the advice of the trustees before any decisions were made and in some instances the trustees were not involved at all.

TABLE 16

Trustee Involvement In Instructional Leadership Decision-Making.

ACTIVITY	PUBLIC SCHOOLS	MODE	PRIVATE SCHOOLS	MODE
A. SCHOOL GOALS	1 2 3 4 5 6 7		1 2 3 4 5 6	
The set. of school goals	3 4 1 2 3 3 4	3	2 5 3 - 5 4	5
The monitoring of school goals	- 4 1 2 1 3 2	2&1	2 4 5 - 5 2	5&2
B. CURRICULUM DEVELOP. Dec. what will be taught in the school	2 4 4 2 1 5 4	4	3 5 5 4 5 -	5
Evaluating curriculum	2 4 1 2 1 3 2	2	2 4 4 4 4 -	4
Developing curr. material	1 4 1 2 1 2 2	2&1	1 2 3 2 2 -	2
C. TEACHER SELECTION/ DISMISSAL Deciding how to select teachers	1 3 1 4 1 2 4	1	2 5 4 2 5 1	5&2
The selection of teachers	1 3 1 2 1 2 4	1	1 5 4 2 5 1	5&1
D. TEACHER SUPERVISION Decisions relating to how teachers are evaluated	1 4 4 4 1 2 5	4	3 4 4 2 5 1	4
Evaluating teachers	1 4 1 2 1 2 1	1	1 4 3 2 5 1	-
E. TEACHER PROF.DEVELOP. The provision of prof. development of teachers	1 4 1 2 2 2 4	2	2 4 3 1 2 1	2&1
F. STUDENT EVALUATION Deciding when/how studs. will be evaluated	1 4 1 3 2 3 3	3	1 3 4 2 2 1	2&1
Mon. student progress	1 5 1 2 2 4 2	2	3 3 5 3 2 2	3

1=No Involvement, 2=Information Receiving, 3=Information Seeking/Advisory, 4=Minor Decision-Making Role, 5=Major Decision-Making Role, 6=Sole Decision-Making Role, And 7=Don't Know.

The same patterns of responses were manifested in the within the group individual responses of the principals. (See Table 16 above). A look at the table reveals that principals 1, 2 and 5 maintained that they did not involve trustees in decision-making in more than half of the instructional leadership areas. While in the rest of the areas the trustees were either always kept up to date of decisions made by others or they served in an advisory role prior to any decision-making. However, less than half of the principals indicated one area each whereby the trustees had a major influence in the decision-making process.

In their replies to the same question, all private school principals stated that the trustees were a major source of influence in the final decision-making processes with respect to the provision of instructional leadership in the following areas the setting of school goals, the monitoring of school goals, deciding what will be taught, deciding how to select teachers and the selection of teachers. Similarly the trustees exercised minor influences in decisions relating to evaluating the curriculum and how teachers are evaluated. In the rest of the areas, all private school principals said that the trustees acted in an advisory role or that they always kept the trustees informed of the decisions made by other actors and/or that the trustees were not involved at all.

Private school principals also manifested individual differences among themselves (See Table 16 above). While half of the principals said that the trustees exercised major influences in certain of the instructional leadership areas, the other half did not express the same view but stated that the trustees had a minor decision-making influence. Principal 5 indicated the greatest trustee participation on the other hand principal 6 expressed the least trustee involvement in all the areas. In the remaining areas the responses ranged from the trustees were consulted for advice, they were constantly kept aware of final decisions made by other school actors and the trustees were not involved in the final decisions that were made.

4.8 COMMUNITY INVOLVEMENT

According to the principals of both public and private schools, their communities were not involved in any major way in the decisions that were made in all the twelve areas of instructional leadership stipulated in the study. The public school principals said in the setting of school goals the advice of the community was always sought but in few other areas such as developing curriculum material, deciding what will be taught in the school and evaluating the curriculum the community was regularly informed of the decisions that were made by others. While in the remaining eight areas the principals said that the community was not

TABLE 17

Community Involvement In Instructional Leadership Decision-Making.

ACTIVITY	PUBLIC SCHOOLS	MODE	PRIVATE SCHOOLS	MODE
A. SCHOOL GOALS	1 2 3 4 5 6 7		1 2 3 4 5 6	
The set. of school goals	3 3 4 4 2 3 5	3	2 4 2 4 5 2	2
The monitoring of school goals	1 3 1 4 1 3 2	1	1 3 2 4 5 2	2
B. CURRICULUM DEVELOPMENT Dec. what will be taught	2 2 4 2 1 3 2	2	2 3 4 4 4 -	4
Evaluating curriculum	2 2 1 2 1 3 2	2	1 2 4 4 3 -	4
Developing curr. material	1 2 1 2 1 2 2	2	1 1 4 2 2 -	2&1
C. TEACHER SELECTION/ DISMISSAL Deciding how to select teachers	1 2 1 2 1 2 1	1	1 3 2 2 5 1	2&1
The selection of teachers	1 2 1 2 1 2 1	1	1 3 2 1 2 1	1
D. TEACHER SUPERVISION Decision relating to how teachers are evaluated	1 2 1 1 1 2 1	1	1 2 2 3 4 1	2&1
Evaluating teachers	1 2 1 1 1 2 1	1	1 2 1 3 3 1	1
E. TEACHER PROF. DEVELOP. The provision of prof. development for teachers	1 2 1 2 1 2 1	1	1 3 2 1 2 1	1
F. STUDENT EVALUATION Deciding when/how students will be evaluated	1 3 1 3 2 2 1	1	1 2 2 2 2 1	2
Mon. student progress	1 3 1 2 1 4 5	1	1 2 2 3 2 1	2

1=No Involvement, 2=Information Receiving, 3=Information Seeking/Advisory, 4=Minor Decision-Making Role, 5=Major Decision-Making Role, 6=Sole Authority, And 7=Don't Know.

involved at all. On the other hand, private school principals expressed that the community had minor influences in the decision-making processes in the two areas of deciding what is taught in the school and in evaluating the curriculum. They also said that the community was continually informed of what decisions were undertaken in the rest of the areas. (See Table 17).

4.9 DEPARTMENT OF EDUCATION INVOLVEMENT

When asked to indicate their perceptions on the involvement and influence that the Department of Education had in decisions relative to the provision of instructional leadership in their schools, public and private principals shared the view that the Department of Education was involved and had influence over decisions in the curriculum development only. However, in the public sector, the Department was regularly kept informed on the decisions with respect to the provision of professional development of teachers, deciding when/how students will be evaluated and monitoring student progress. In the private school the principals said that the Department was always informed about decisions relative to the provision of professional development of teachers.

All private principals responded that final decisions related to teacher evaluation were influenced significantly by the principal, teachers, central office and/or trustees. In the area of how teachers were to be evaluated but the

TABLE 18

Department Of Education Involvement In Instructional Leadership Decision-Making.

ACTIVITY	PUBLIC SCHOOLS	MODE	PRIVATE SCHOOLS	MODE
A. SCHOOL GOALS	1 2 3 4 5 6 7		1 2 3 4 5 6	
The setting of schools goals	2 2 4 3 1 2 1	2	1 2 1 1 3 6	1
The monitoring of school goals	1 2 1 3 1 2 1	1	1 3 1 1 3 2	1
B. CURRICULUM DEVELOPMENT				
Dec. what will be taught in the school	5 2 4 4 5 5 5	5	4 5 5 5 3 5	5
Evaluating curriculum	2 2 4 4 5 4 5	4	3 4 3 5 3 5	3
Developing curr. matls	5 2 1 5 5 5 5	5	3 5 5 5 5 5	5
C. TEACHER SELECTION/ DISMISSAL				
Deciding how to select teachers	1 2 1 1 1 2 1	1	1 1 1 1 2 1	1
The sel. of teachers	1 2 1 1 1 2 1	1	1 1 1 1 2 1	1
D. TEACHER SUPERVISION				
Decisions relating to how teachers are evaluated	1 2 1 1 1 2 1	1	1 1 1 2 3 1	1
Evaluating teachers	1 2 1 1 1 2 1	1	1 3 1 2 2 1	1
E. TEACHER PROF.DEVELOPMENT				
The provision of prof. development of teachers	1 4 1 4 1 3 4	4&1	1 4 1 3 2 3	3&1
F. STUDENT EVALUATION				
Dec. when/how students will be evaluated	1 2 4 3 1 2 4	--	1 2 3 2 2 1	2
Mon. student progress	1 3 1 3 1 4 4	1	1 1 3 2 2 2	2

1=No Involvement, 2=Information Receiving, 3=Information Seeking/ Advisory, 4=Minor Decision-Making Role, 5=Major Decision-Making Role, 6=Sole Authority, And 7=Don't Know.

decisions on the actual evaluation itself were made by the principal alone. Nevertheless, the remaining other actors were consulted for advice or were frequently kept abreast of the final decisions. When asked about the provision of teacher professional development the principals answered that the major sources of influence in the decision making process included the principal, teachers and central office personnel, while the rest of the other school actors played an advisory role in influencing the final decision. They further stated that the same sources of influence in the professional development of teachers were also involved in the area of student evaluation (i.e., the principal, teachers and central office) in both the aspects of deciding when/how students would be evaluated and in monitoring student progress, the rest of the school actors were kept up to date of the final outcomes.

As indicated in Table 18 private school principals perceived that the Department of Education had a major influence in the area of curriculum development but in the remaining areas of instructional leadership the Department had no influence with the exception of the two functions of professional teacher development and student evaluation where it was kept informed of what was took place. This might be because the Department of Education needed to ensure that the education provided by private schools must be be of a standard equivalent that offered in the public

school in view of financial support such schools are receiving from the provincial government. a major decision-making role in the area of curriculum development (i.e. deciding what will be taught, evaluating the curriculum and developing curriculum material). One of the school principals who seemed to express the view of her companions in the private school explained that the Department of Education was important in the area of curriculum because her:

school follows the guidelines set down by the Department of Education. However, decisions regarding options, new courses, special focus, selection of materials, etc., are made by the principal and teachers on the advice of the parents, sometimes at the direct suggestion of the parents".

This might mean that even in the area of curriculum development, the Department of Education has influence only in areas of the general curriculum, while in other areas as she mentioned above other actors had greater influence in deciding what was included in the curriculum. The table shows that in the role of instructional leadership the private principals' perception is that professional expertise has the greatest influence in the decision making process. This was manifested in their selection of principals and teachers in all the activities of instructional leadership suggested. However the overall perceptions of the principals in the private school system is all other actors were involved in some way or the other.

The responses of public and private school principals are summarized in Table 19 and Table 20 below. Each numeral from 1 to 12 represent the twelve areas of instructional leadership 1. setting school goals, 2. monitoring of school goals, 3. deciding what will be taught in the school, 4. evaluating curriculum, 5. developing curriculum material, 6. deciding how to select teachers, 7. selection of teachers, 8. decisions relating to how teachers are evaluated, 9. evaluating teachers, 10. provision of professional development of teachers, 11. deciding when/how students are

TABLE 19

Summarized Perceptions Of Public Principals On Levels Of Involvement By Other Actors In Decision-Making

PUBLIC SCHOOL PRINCIPALS												
ACTIVITY												
ACTORS	1	2	3	4	5	6	7	8	9	10	11	12
PRINCIPAL	5.0	5.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
OTHER ACTORS												
TEACHERS	5.0	5.0	5.0	4&5	5.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0
CENTRAL OFF.	4.0	4.0	4.0	4&3	3.0	5.0	5.0	4.0	4.0	4.0	4.0	4&3
PARENTS	3.0	3.0	4.0	3.0	1.0	1.0	1.0	1.0	1.0	1&2	1.0	4.0
TRUSTEES	3.0	1&2	4.0	2.0	1&2	1.0	1.0	4.0	1.0	2.0	3.0	2.0
THE COMMUNITY	3.0	1.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
DEPT. OF ED.	2.0	1.0	5.0	4.0	5.0	1.0	1.0	1.0	1.0	1&4	2.0	1.0

TABLE 20

Summarized Perceptions Of Private Principals On Levels Of Involvement By Other Actors In Decision-Making

PRIVATE SCHOOL PRINCIPALS												
ACTORS	ACTIVITY											
	1	2	3	4	5	6	7	8	9	10	11	12
PRINCIPAL	5.0	5.0	5.0	5&4	4.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0
OTHER ACTORS												
TEACHERS	5.0	4.0	5.0	5.0	5.0	4.0	2.0	4.0	4&2	5.0	5.0	5.0
CENTRAL OFF.	2.0	3.0	***	3.0	***	4.0	5&2	4.0	***	5.0	***	4.0
PARENTS	3.0	2.0	3&4	4&3	2.0	2.0	1&2	3&2	3&1	1&2	2&3	3.0
TRUSTEES	5.0	2&5	5.0	4.0	2.0	2&5	5&1	4.0	1.0	2&1	2&1	3.0
COMMUNITY	2.0	2.0	4.0	4.0	2&1	2&1	1.0	2&1	1.0	1.0	2.0	2.0
DEPT. OF ED.	1.0	1.0	5.0	3.0	5.0	1.0	1.0	1.0	1.0	1&3	2.0	2.0

The *** notation signifies a lack of consensus among the respondents.

evaluated and 12. monitoring student progress.

Both public and private school principals perceive that the two most important actors that are major participants in decisions in the various areas of instructional leadership to be the principals and their teachers. The other remaining actors are only involved in a very limited way. The public and private principals perceive themselves as actively involved in decisions in the various areas of instructional leadership. They indicated being involved in nine out of the

twelve areas described in the study. That actors next to the principals in being influential in decisions relative to the provision of instructional leadership are the teachers. Public school principals said that their teachers were actively involved as major sources of influence in nine of the twelve areas and their counterparts in the private school system indicated that their teachers were involved in seven out of the twelve areas. According to the public school principals the third influential group that have some major role relative to the decisions made is the central office. Oppositely, in the private school system the principals regarded their central offices where they existed as having a minor role. The trustees in the public school exercised a limited role, while the opposite is the case in the private school sector. Both public and private school principals did not perceive parental involvement to be of any significance in the final decisions. Similarly, the community is not involved in the final decisions that are made in all the areas of instructional leadership in both the public and private schools. This may indicate that when it comes to the provision of instructional leadership, principals view parents and the community less competent to be involved in areas that require professional expertise, however, they are regularly kept informed of decisions made by others and their advice was always sought for before any decisions were made. In the public and private schools, the principals perceived that the department of education was a

major source of influence in decisions relating to the curriculum.

4.10 AREAS OF SPECIFIC INVOLVEMENT AND INFLUENCE IN DECISION-MAKING BY OTHER ACTORS.

Table 21 summarizes the specific areas of involvement by other actors in the decision-making process in all the twelve areas of instructional leadership specified in the study. Pp=Principal, Te=Teacher, CO=Central Office, Tr=Trustees, C=Community and DE=Department of Ed.

In setting school goals (1), public principals indicated that the main participants in the decision-making process include the principal, teachers, the Central Office and trustees. Private school principals said that the principal, teachers and trustees are the three actors involved. Public and private principals stated that only the principal and teachers are involved in the monitoring of school goals (2).

With respect to deciding what will be taught (3) both public and private principals said that the major actors that are involved in decision-making are the principal, teachers, Central Office and the Dept. of Education. In evaluating the curriculum (4) private principals reported that the principal and teachers are the major actors while public principals said that teachers alone are the major actors. With reference to developing curriculum material (5), public and private principals are in agreement that the teachers and Dept. of Education are the major participants

in deciding the curriculum material to be used in the school. In deciding how to select teachers (6), both public and private principals said that the principal and Central Office are two major decision makers. With regard to the selection of teachers (7) public school principals stated that the principal and teachers play the major decision-making role, on the other hand, private principals indicated that only the principal is involved. Again, in decisions related to how teachers are evaluated (8), private principals said only the principal is the major decision maker, while public principals maintained that the principal and teachers are involved. However, in evaluating teachers (9) both principals said the principal alone is the major decision maker. The principals of the two educational systems also agreed that in the provision of professional development (10) those who are major decision makers include the principal, teachers and Central Office. In the remaining two areas of deciding when/how students will be evaluated (11) and monitoring student progress (12), public and private principals are in agreement that the principal and teachers are the two major decision-making actors.

TABLE 21

Specific Areas Of Involvement And Influence In Instructional Leadership Decision-Making By Other Actors.

PUBLIC SCHOOL PRINCIPALS.											
ACTIVITY											
1	2	3	4	5	6	7	8	9	10	11	12
Pp	Pp	Pp	--	--	Pp	Pp	Pp	Pp	Pp	Pp	Pp
Te	Te	Te	Te	Te	--	Te	Te	--	Te	Te	Te
CO	--	CO	--	--	CO	--	--	--	CO	--	--
Tr	--	--	--	--	--	--	--	--	--	--	--
--	--	DE	--	DE	--	--	--	--	--	--	--
			PRIVATE SCHOOL PRINCIPALS.								
			ACTIVITY								
1	2	3	4	5	6	7	8	9	10	11	12
Pp	Pp	Pp	Pp	--	Pp	Pp	Pp	Pp	Pp	Pp	Pp
Te	Te	Te	Te	Te	--	--	--	--	Te	Te	Te
Tr	--	CO	--	--	CO	--	--	--	CO	--	--
--	--	DE	--	DE	--	--	--	--	--	--	--

Pp=Principal, Te=Teachers, CO=Central Office, Pa=Parents, C=Community, Tr=Trustees, And DE=Dept. Of Education.

4.11 PRINCIPAL AUTONOMY IN THE PROVISION OF INSTRUCTIONAL LEADERSHIP.

This was the last part of the interview schedule and consisted of questions 5 , 6 and 7. Questions 5 and 6 were scaled, while question 7 was open-ended. These three questions were aimed at discovering the principals' opinions relative to the degree of general autonomy they have in the provision of instructional leadership in their schools.

In question 5 the respondents were asked to rate the general autonomy of the principal in the provision of instructional leadership in the school. The scale ranged from 1.0 (no autonomy), to 10 (total autonomy). As indicated in Table 22 below, the ratings were generally high in both school systems. The median ratings of public and private school principals were all high: public school principals, 7.5 and private school principals, 7.0. The private principals rated themselves from 6 to 8.5. and their counterparts in the public schools signified a general autonomy rating beginning from 6 to 9 using the same scale.

Specifically, two private school principals (#2 and #3) rated themselves as having some autonomy, the remaining principals (1, 4, 5 and 6) rated themselves as having considerable autonomy. Among the public school principals, principal #2 rated himself as having some autonomy and the rest (1,3 ,4, 5 6 and 7) rated themselves as having considerable autonomy. From these perceived ratings by the

TABLE 22

Ratings Of Degree Of Autonomy Of The Principal In The Provision Of Instructional Leadership.

Public Principal		Private Principal	
1	7.5	1	8.0
2	6.0	2	6.0
3	9.0	3	6.0
4	7.5	4	8.0
5	9.0	5	7.5
6	8.0	6	8.5
7	8.0		---
Mean	8.0		7.0
Range	3.0		2.5
Median	7.5		7.0

0=No Autonomy, 2-3=Little Autonomy, 5=Some Autonomy, 7-8=Considerable Autonomy, And 10=Total Autonomy.

principals it can be said that both public and private high school principals perceive themselves to have considerable general autonomy in the provision of instructional leadership.

In the sixth question the principals were asked to describe their overall feelings toward the current levels of involvement by other professional and nonprofessional

members of the school community in area of instructional leadership. The names of professional and non-professional members consisted of teachers, central office, trustees/governors, parents, the community and the Department of Education as professional and nonprofessional members of the community. And the following six items were employed to describe the levels of involvement: 1. I would like them to be much more involved, 2. I would like them to be a little more involved, 3. current levels of involvement are about right, 4. I would like them to be a little less involved, 5. I would like them to be much less involved and 6. No opinion. (See Table 23).

In general in their answers to this question public school principals collectively had mixed feelings toward the current levels of involvement by other groups/individuals. About half of the public school principals (3,5 and 6) said they would like their teachers to become much more involved in the provision of instructional leadership in the school. On the other hand principals 1,2 and 4 felt that the teachers' current level of involvement was about right. And principal #7 indicated that he would like the teachers to become a little more involved in the provision of instructional leadership. In reference to the involvement by the central office principals 1,3 and 5 maintained that the current level of involvement was about right, while

TABLE 23

Principals And Their Overall Feelings About The Current Levels Of Involvement By Other Actors

	All Public Principals	All Private Principals
Actors	1 2 3 4 5 6 7	1 2 3 4 5 6
Teachers	3 3 1 3 1 1 2	2 2 * 3 3 1
Central Office	3 1 3 2 3 2 1	2 * 2 3 * *
Trustees/Govnrns.	3 * 3 3 3 3 3	3 2 2 3 3 3
Parents	3 2 2 2 2 3 2	2 4 2 3 3 3
Community	3 * 3 3 3 3 *	* 2 3 3 3 3
Dept. Of Educ.	3 3 3 1 3 3 *	3 2 2 3 3 3

1=Much More Involvement, 2=A Little More Involvement, 3=About Right, 4=A Little Less Involvement, 5=Much Less Involvement, 6=No Opinion.

The * notation means no data was provided by the respondent.

principals 4 and 6 said they would like the Central Office to be a little more involved and the remaining two principals (2 and 7) felt that the Central Office should become much more involved in the provision of instructional leadership in the school.

In expressing their feeling towards the current levels of trustee involvement in the provision of instructional leadership, six out of the seven public principals consented unanimously that the trustees' current involvement was about right. However principal #2 did not express his feelings

about the trustees' current level of involvement in the provision of instructional leadership. Relative to the current level of parental involvement in the provision of instructional leadership, five (2,3,4,5 and 7) out of the seven public school principals said parents should become a little more involved. The remaining two of their remaining colleagues (1 and 6) felt that the current level of parental involvement in the provision of instructional leadership was about right.

When asked about the community's involvement, five public school principals (1,3,4,5 and 6) responded and said that the current level of involvement by the community was about right and the remaining two principals (2 and 7) restrained from making any comments. With respect to the current level of involvement by the Department of Education, five principals (1,2,3,5 and 6) were of the opinion that the Department of Education's involvement at the present time was about right. Notwithstanding his colleagues' feelings principal #4 said that there was the need for much more involvement by the Department of Education in the provision of instructional leadership.

The private principals like their public school counterparts also expressed differing views about their feelings toward the current levels of involvement by all the other school actors in the provision of instructional leadership. For instance, two of the principals (1 and 2)

said that they would like their teachers to become a little more involvement in the provision of instructional leadership in the school, while principal #6 said she would like to the teachers to be much more involved. The remaining two principals (4 and 5) perceived the current level of involvement by teachers to be about right.

In response to how they felt about the current level of involvement by the central office, principals 1 and 3 expressed the view that the present level of involvement by the central office was inadequate and therefore would like it to become more involved, while principal #4 said that the current level of involvement was about right. The rest of the three principals (2,5 and 6) did not provide any data because did not have central offices. More than half of the principals (1,4,5 and 6) said that trustee involvement was about right while principals 2 and 3 suggested that they would like to see the trustees to become a little more involved in the provision of instructional leadership in the school.

When asked about how they felt relative to the current level of parental involvement in the provision of instructional leadership, half of the private principals (4,5 and 6) indicated the that present level of participation by parents was about right and the remaining half (1,2 and 3) suggested that they would like to see parental involvement a little more increased. In response to

the community's current level of involvement in the provision of instructional leadership, four principals (3,4, 5 and 6) out of the six interviewed stated that they felt the community's involvement to be about right, while principal #2 said he would like the community to become a little more involved than it was doing at the present time, and principal #1 did not respond to the question. More than half of the private school principals (1,4,5 and 6) perceived that the current level of involvement by the Dept. Education in the provision of instructional leadership as about right. However, principals 3 and 2 said they would like the current level of involvement to be a little more increased.

Question 7 was the last in the study the principals were asked to respond to and it was also one of the two open-ended questions used in the interview. The question was stated as:

Finally, in what ways do you think that the principalship in the public/private school system is different than it would be in the private/public system? What do you think contributes to these differences?

This question was open-ended in order to allow the principals to respond freely from their own point of reference without any restrictions relative to what they would say. The question basically requested the perceptions of the principals on the differences between the principalship in the public and the private school systems,

and in their opinion what they thought contributed to such differences. Since the question asked for the principals to give verbal responses, what they said was recorded using a tape recorder with permission from the principals. However, on some occasions the principals preferred to give written responses to the question, in that case no recording was done. The recorded responses were later transcribed in order to facilitate the analysis.

Although each principal was interviewed separately, what is described below constitutes a collective summary of what the respondents said. Before endeavouring to do this, the researcher would like to mention that some of the public school principals who answered the question acknowledged that they were once students in the private school system, or they had taught in the private school system, or that before assuming their present position they were once school superintendents. Among the private school principals one of them said he was once a principal in the public school system before he became a principal in the private school system. The differences described and shared by both public and private school principals are outlined in the following pages.

Both public and private school principals who answered the question recognized that the community they served differ from each other. Public school principals said they serve a community that is more heterogeneous in nature and

therefore more diverse because public schools have been built for the public with no distinction on the basis of culture, religion and socioeconomic status of the people served. The public school serves the people of the whole community within a given geographical location. The private school principals also shared the same opinion with that of their counterparts in the public school system. They agreed that the community the public school principal deals with is more diverse in its make up, for example, the public school principal would have a more diverse group of parents to contend with. On the other hand, both public and private school principals said that the community of the private school principal is homogeneous in nature. They maintained it is so because of the fact that a private school is autonomous and therefore can pick and choose its community according to religious, cultural or financial lines. Though the community of the private school may transcend geographical boundaries, because the school can be selective it is able to retain a homogeneous group to serve. The private school principals also stated in their response that they do not just serve a community, but they are part of that community in every possible way.

Another difference identified by the principals in answer to the question, was that the administrative organization of public and private school systems is not the same. They said that the public school principal operates within a more

hierarchical administrative system as opposed to his/her counterpart in the private school system. In the public school system there is greater line of hierarchy that the principal is only a part of. For example, there are the superintendent and the assistant superintendent who are the principal's immediate superordinates. In the private school the principal is much more by himself or herself, however, this is applicable in all private schools; because one the private school principals indicated that his school has a superintendent's office. Again, relative to the administrative aspect, the public school principal as perceived by the respondents, works in a school that is part of a larger system; and therefore he or she is exposed to more professional contact with other principals. The private school principal is administratively isolated because of the fact that each school is different, autonomous and/or independent from others; therefore there is less professional contact with other principals as it is the case in the public school system.

The principals also recognized, and spoke of the difference related to the aspect of accountability. Private school principals saw and described themselves as being accountable in more diverse areas, and to more varied groups in the community than their counterparts in the public school system who they said have a more formal line of accountability. They spoke of the private school principal

as being much more immediately accessible to everyone, and that he or she has much direct link with the community. The public school principals said there is more pressure on the private school principal to keep things on top from the different groups. As principal she or he is accountable to the community. The respondents also said, because of the presence of strong power groups in the private school system, the demands on the principal would be heavier. They stated that the individuals or groups who built the school and parents who want to see their children excel academically as examples of power groups that the principal has to contend with as they would perceive themselves to be the owners of the school.

On the other hand, public and private principals viewed parental involvement to be greater in the private school system, because the parents by sending their children to a private school chose to bypass other schools and made a chosen investment in the school. Therefore, they would be more involved and highly supportive of the school because they want their children to succeed. All the private school principals in the study attested to the fact that parents were in frequent contact, offer a lot of advice and suggestions and are involved in a lot of boards and committees. Their involvement was conceived to be very high and supportive.

In terms of politics of their role, private school principals called it public relations, which they agreed to the fact that the principal is greatly involved in, because he/she has a greater constituency to satisfy. This view was also shared by public school principals who said the principal of a private school has a far more demanding political role in terms of trying to please the school publics. However, they were also quick to point out the politics of their position in the public school system. As principals of public schools, they said, every decision they make always creates reactions from the student body, staff, parents, superintendents and ultimately the school board. On the other hand, the policies made by the board also required politics in terms of trying to work out possible ways to implement them. Though both public and private school principals talked of the politics of their position, with regard to independent action, private school principals maintained that they have much autonomy to set their own policies in terms of promotion standards, academic standards and behavioural standards than their counterparts in the public sector who are bound by policies and other constrictions as determined by the Public School Act of the province.

The principals also talked about the type of staff they work with, private school principals were described to work with a group of staff that is homogeneous who have a closer

commitment, to common purposes, goals, philosophy and lifestyle with the principal and to a large extent the school community. While on the other hand public school principals work with a larger and a more diverse group of staff with a wider range of personalities, backgrounds and philosophies that are significantly different. While the staff in public school system are unionized and are tenured, those in the private school system do not belong to any union and may have been employed on a contractual basis. One public school principal noted that private school principal have more control and/or power over his/her staff. He or she can with out much problem dismiss a teacher for lack of competence or for any other reason. In the public school it is not easy for the principal to dismiss a teacher on the basis of incompetence unless it can be proven so in court.

Private school principals also spoke of being engaged in the actual teaching activity unlike their counterparts in the public school system who said they do not or they very little teaching. Another activity that differentiates the principalship as perceived by both public and private school principals has to do with fundraising. Private school principals as conceived by public school principals have to do fundraising in order to keep the school running. They do not have the certainty the money or budget to run the school will be there year after year as do their counterparts in the public school system. This was not just a perception of

the public school principals but the private school principals themselves said that they do fundraise in order to pay their teachers reasonable salaries and also to cut down the tuition fees the students have to pay.

Chapter V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH.

5.1 INTRODUCTION

There is within the current education literature a considerable amount of attention devoted to the importance of the principal in the " effective school " and to the importance of the principal in this ideal school acting as " instructional leader ".

This research has been focused on the " effective public school " and the " effective public school principal " with very little attention to the private schools and even less to comparisons between public and private schools. This study has attempted to address this void by examining selected aspects of principals' perceptions of their roles as instructional leaders in both public and private schools in Manitoba.

The study focused upon the estimated work week hours spent by principals on the functions of the principalship, the principal's interactions with other school publics and his/her general autonomy in the provision of instructional leadership. The purpose of the research project was to

determine then compare and contrast the perceptions of public and private high school principals with respect to the role of the principal in the provision of instructional leadership. This last chapter consists of summaries of the methodology, findings and conclusions of the study along with the recommendations for further studies.

The study surveyed 13 principals of Winnipeg area high schools, 7 from public schools and 6 from private schools which were matched for grade level and school size and geographical location. The main research methodology employed was that of an interview procedure.

A 48 item interview semi-structured schedule was constructed and pretested prior to the actual collection of data. The collection of data took place during the period of May to August of the academic year 1987/88.

All the interviews were carried out in person by the researcher in the principals' school settings. Both qualitative and quantitative procedures were employed to analyze the data collected from the interviews. The results were computed and tabulated using means, medians, ranges, percentages, mode scores and appropriate quotes were utilized in the analysis of the data .

5.2 MAJOR FINDINGS

The findings described below were focused on the study's three major areas: the work functions of the principalship; the principal's relationships with other school publics; and, the principal's autonomy relative to the provision of instructional leadership.

The public and private high school principals involved in the study perceived themselves to work an average of 48 and 54 hours per week respectively. The overall responses of the public school principals were more homogeneous as a group than were those of their counterparts in the private schools.

The caculated range of public school principals was 3 hours of their mean of 48 hours per work week while that of the private school principals was 9 hours of their mean of 54 hours. This may be in part attributable to the fact that the principalship in the private systems is more varied as individual schools constitutes their own separate entity. In addition the more bureaucratic nature of public schools may make them more predisposed to uniformity.

Both public and private school respondents indicated that a large portion of their instructional leadership time was used in the two areas of curriculum (that is, initiating, planning with teachers, developing new courses, implementation, evaluation, and revision), and supervision

activities. With regard to the instructional leadership activities the study indicated that as a group public principals reported spending 32 percent (or approximately 17 hours) of their work week performing tasks in the areas of curriculum (that is, initiating, planning with teachers, developing new courses, implementation, evaluation and revision), teacher supervision and teaching.

On the other hand, private school principals reported spending 28 percent (or 16 hours) of their time in these areas. The amounts of time allocated to instructional leadership reported are almost identical. Although private school principals on the overall appeared to work longer hours, this is not taken up in instructional leadership activities but in other tasks of the principalship such as meetings and clerical work.

More than half of the public school principals said that they did not teach, oppositely, more than half of the private school principals maintained that they teach. Private school principals were more likely to maintain a teaching role because they head small schools, they are expected to be models to their staff and due to the academic emphasis of their schools. On the other hand, the public school principals head large schools and therefore are more involved in the daily managerial and administrative aspects of running the school.

Generally the study showed that the majority of public and private school principals appeared to allocate relatively small percentages of their overall time to instructional leadership related task areas of the principalship, while spending a considerable amount of the time in performing non-instructional responsibilities of their job.

Public and private school principals expressed differences in their assessments of the importance the school attached to the various instructional leadership activities as the responsibilities for someone to attend to but shared similar perceptions about what they as principals regard as their instructional leadership responsibilities.

The majority of public school principals reported that the school regarded the following areas as very important for someone to take care of in the provision of instructional leadership: evaluating teachers, developing curriculum material, the provision of professional development, deciding on a selecting process for teachers, deciding when/how to evaluate students and monitoring student progress. On the other hand, the majority of their counterparts in the private systems stated that the school considered the following areas very important as someone's responsibilities in the provision of instructional leadership: setting school goals, deciding on a selection process for teachers and selecting teachers.

In assessing the responsibilities the principal must pay close attention to, the majority of public and private school principals indicated the following areas: setting school goals, monitoring school goals, deciding on a selection process for teachers, and selecting teachers.

In ranking the four most important priorities of the principal as instructional leader, there was general agreement between public and private school principals that the number one priority of the principal should be the setting of school goals and that the second priority ought to be selecting teachers. However, there were minimal differences among the two groups as to the priorities of the third and fourth areas. Public school principals selected monitoring school goals and evaluating teachers, and their counterparts in the private school systems chose evaluating teachers and monitoring school goals respectively.

This may be because the principals were conscious of the findings of current research which suggest that effective instructional leadership is enhanced and improved when the principal has a clear set of goals for the school and monitors the implementation and achievement of the goals. They indicated that as instructional leaders the principal's responsibility must include selecting teachers. The principals also reported that teacher evaluation was an essential part of their instructional leadership responsibility.

Nevertheless, the principals were aware of the fact that instructional leadership was dependent upon the needs, demands, realities and uniqueness of each school situation within which the principal operates whether it is in the public or private school context. Thus each principal attempted to operationalise instructional leadership relative to his/her own school situation. This relates to Hersey's (1984) concept of situational leadership whereby each situation demands a different response by the leader. According to Huddle (1986):

For one thing, no one leadership style is dominant. What matters most is the fit between the style and the school environment. Successful principals vary their approach students, staff, parents, and central office, and they are effective with each constituency (p.66).

Similar findings revealing differences of priorities have been reported elsewhere in the studies of public school principals. For instance Hall, Rutherford, Hord, and Huling (1984) in their study have reported that " principals view their role and priorities differently and operationally define their roles differently in terms of what they actually do each day" (p.22). Similarly Klopf (1982) has said that schools vary widely relative to the type of leadership needed "even from month to month". And that it is up to the principal to be able to determine "those strengths and skills to meet the demands of specific situation" (p.35). More recently, Blanchard, Zigarmi and Zigarmi (1987) say that current studies have continued to support the view that leadership is not the same in all situations

but rather there are considerable variations from one situation to another and therefore " it is not helpful to think of leadership style as an either/or continuum " (p.13). While Keefe (1987) postulates that:

Instructional leadership can be thought of in several ways. There are probably at least three distinct forms of instructional leadership competence, each important in its own right, each a distinct but interdependent part of a large role.

1. Content competence implies a knowledge of subject matter practices and trends; the ability to assist teachers in organizing and presenting the academic content, skills, and resources of instruction. (Principals may have this competence in one or two subject areas.)
2. Methodological competence presumes a knowledge of instructional strategies and modalities; the ability to assist teachers in improving instructional delivery, from establishing set and stating objectives to choosing competing methodologies (i.e., direct instruction, cooperative small groups, peer tutoring, etc.).
3. Supervisory competence involves a knowledge of administrative and interpersonal skills of instructional supervision; the ability to assist teachers in implementing effective instructional practices; the skills of clinical supervision and/or performance appraisal.

Instructional leadership readily embraces all these competences, but not all leaders may need to achieve equal facility in them. Supervisory competence is basic for the principal.

Methodological competence is within the reach of anyone who is willing to work at it. Knowledge

about academic content will vary depending on local circumstances (p.50).

Similarly Hallinger and Murphy (1987) say the principal as instructional leader operates within the three dimensions of defining the mission, managing curriculum and instruction and promoting school climate. To fulfil these dimensions the principal " frames goals, communicates goals, knows curriculum and instruction, coordinates curriculum, supervises and evaluates, monitors progress, sets standards, sets expectations, protects time and promotes improvement" (p.56).

5.3

THE CURRENT ROLE OF THE PRINCIPAL

The descriptions of public and private school principals with respect to the current role of the principal relative to that of instructional leader revealed varied opinions. The role of the contemporary principal was perceived by the respondents of the two educational sectors to be complex and demanding. Most viewed the current role of the principal as inevitably incorporating aspects of instructional leader, manager, administrator and/or politician. Even when some of the principals indicated that their primary role was the provision of instructional leadership, they were very careful not to dissociate it from the rest of the other functions of the principalship. They preferred to describe

all the four functions as interwoven and closely related in their practical implications (i.e., everything was done in the interest of the academic achievement of students).

Keefe (1987) suggests a similar perspective of instructional leadership when he said that the role of the principal as instructional leader does not necessarily mean that the principal has to teach or even spend a lot of his/her time with teachers and students, but " only that he or she establish the expectations for good teaching and learning and supervise it" (p.51). The principal acts as an instructional leader when he/she provides direction, resources, and support to teachers and students for the improvement of teaching and learning in the school.

Again there was rather general agreement between the perceptions of both public and private school respondents that the contemporary environments of the principals presented them with both constraints and opportunities in their daily efforts to lead in their schools. In performing their job they dealt with many and varied groups both from within and outside of the school. Public school principals perceived themselves as leaders of organizations that were complex in terms of the physical size, diversity of programmes, student population, and the size of the faculty. While private school principals viewed themselves as heads of schools who were faced with myriads of tasks and responsibilities which they were expected to carry out and to be knowledgeable about.

However in neither of the schools did the principals unanimously together as a group identify themselves exclusively with one particular role of the principalship. Yet their comments about what they did emphasize that as high school principals they aspired to do everything possible that enhances the teaching and learning activities in their schools. This may include managerial, administrative and/or political functions.

Generally, the principals of the two educational sectors said the current role required the principal to be one who is supportive and facilitative of what happens in the school. This entailed performing administrative, managerial and political functions in order to facilitate the teaching-learning activities of the teachers and students.

They described themselves as designers of environments conducive to learning, curriculum developers and evaluators, who at the same time maintained an active interest in all aspects of the school from curriculum to budgeting and scheduling. They believed that by making the " school machine " function properly they were providing instructional leadership in a practical way. As instructional leaders the principals maintained that they offered assistance, shared ideas, served as resource persons and advisers to teachers. They sought actively to act as colleagues and friends of their teachers so that they could work together towards the enhancement of student academic achievement through solving and eliminating problems

confronting the teachers, facilitating in all areas whether managerial or instructional, acting as consultants, supporters, helpers, sharers, resource persons, resource providers, and communicating with other publics.

In their study of public and private schools in the United States Abramowitz and Stackhouse (1980) found that the principals were mainly involved in what they called "systemwide administrative functions" of the schools leaving aside areas of professional competence to their teachers.

According to Good and Brophy (1984) principals can serve as those who share ideas with their teachers, they also can improve teacher effectiveness by acquiring resources for teachers, and providing conditions conducive to self-improvement of teachers. They enhance the provision of instruction when they initiate and provide opportunities for the professional development of teachers by "observing them and providing systematic feed back" (p.379-380). The principals can considerably help teachers to focus on classroom practice when they act as resource specialists and general facilitators.

In this study public school principals generally reported that they performed managerial and administrative functions which included tasks such as taking care of student needs, looking after the physical and plant functions of the school, dealing with finances and budgets, taking care of supplies, purchases and deliveries, setting time tables,

scheduling, delegation of tasks and helping teachers solve their personal problems, getting rid of obstacles out of the teachers' way and performing a lot of other organizational mechanics.

As managers principals have an important role to play in seeing that the goals of the school are achieved and they did so by organizing and administering the physical as well as the human resources of the school in the most effective and efficient way way. They were expected to help others to accomplish tasks and goals. Keefe (1987) reports that:

Instructional leadership is needed. Fortunately, some important new directions are emerging. It may be that schools are returning to an old basic premise: that the principal should be an instructional leader. This trend in no way diminishes the principal's responsibility for managing school resources. Rather, it extends the management function beyond the commonplace operations of the school (p.49).

Politically, the majority of public school principals suggested that they were sensitive to the reactions of different groups such as superintendents, school boards, staff, students, parents, pressure groups, media, trustees, dept. of education and the communities in their decision-making and policy formulation. They reported that the political tasks of the principal involved dealing with complaints from the community, working to gain confidence of the school publics, communicating school needs and requirements, getting resources- human, financial and material, meeting the school-community expectations, being

very visible at events and a very good listener and dialoguing with all groups.

Similarly, private school principals reported to be cognizant of the fact of daily managerial and administrative functions they performed in their efforts to lead the schools. As heads of their schools they were responsible for what happens in the school, beyond the curriculum and instructional functions. Politically, they reported their offices acted as the nerve centres of the school which exposed them to encounters with many and varied groups. However both public and private school principals agreed that the political factors of their school systems may be different.

On the other hand, Abramowitz and Stackhouse (1980) suggest that there may be similarities between the managerial functions of public and private school principals:

When public and private schools are compared, minor differences in management practices appear; but the differences are not so distinct as to define which type of school is more bureaucratic. Private school heads appear to emphasize management by objectives over the collegial and evaluative aspects of their role (p.5).

My study appears to support this statement in view of the seeming similarities in public and private school principals' descriptions of their role in the provision of instructional leadership.

5.4

THE INVOLVEMENT OF OTHER ACTORS IN DECISIONS RELATIVE TO THE PROVISION OF INSTRUCTIONAL LEADERSHIP.

Principals' perceptions about the involvement of other actors in decisions in the various areas of instructional leadership revealed differences both within and between the groups. However there was widespread agreement among public and private school principals that they were the most active group that had a major influence in virtually all the areas of instructional leadership in the school.

Both sets of principals also indicated that their teachers were involved in many areas of instructional leadership in the school. Apart from these principals indicated few other actors playing a major role in decision making. However, such groups were constantly fully kept informed of final outcomes of the decisions that were made and/or their advice was regularly sought for prior to to undertaking any decisions.

The decision-making process appeared to be more of a participatory kind between principal and teachers in both public and private school systems. However, public school principals expressed that in the area of evaluating teachers they were the sole decision makers, while their counterparts in the private school system said that they were the sole decision makers in the three areas of evaluating teachers, decisions relating to how teachers were evaluated and the

selection of teachers. Apart from those areas both public and private school principals did not regard themselves as the sole decision makers in their role as instructional leaders.

Although the study indicated that the most influential actors in decisions were the school principals, nevertheless, public school principals suggested that they were less influential in the curriculum areas than their counterparts in private school systems.

On the other hand, public school teachers were reported to be involved in more areas than their counterparts in the private systems who seemed to be relegated to professional areas of instructional leadership. For instance, private school teachers did not have any major influence in decisions relating to the selection of teachers, evaluating teachers, deciding how to select teachers, decisions relating to how teachers are evaluated and monitoring school goals.

Public school principals reported the central office was one of the few other actors involved in instructional leadership decisions that were made in the schools. On the other hand, in the private schools where there was a central office it was not perceived to be a major decision maker in the private schools. The involvement by the central office may be attributable to the greater bureaucracy that exists in the public school system where there are subject

specialists in the central office who are responsible for such tasks (Allisson, 19883; Deighton, 1971; Jwaideh, 1983).

Relative to the involvement of the trustees, private school principals expressed that their trustees/governors were among the few other actors who exercised a major role in instructional leadership decisions that were made. The greater involvement by trustees/governors may be due in part to the fact that they less schools to supervise and therefore have more time to become involved in the school.

Generally, the study's findings suggest that parental and community involvement in the final decisions of instructional leadership was the least in both public and private schools. However, these two groups were constantly kept abreast of the decisions that were made by other actors and/or their advice was asked for before any decision-making was taken.

In the case of the Department of Education, both public and private school principals reported that the Department had a major role in deciding the curriculum of the schools. The Department of Education was a major determiner of the general curriculum in private schools but not in the areas of options, new courses and specific focus.

5.5 PRINCIPAL AUTONOMY

In their description of the general autonomy of the principal, the public and private school principals indicated that they exercised considerable independent general authority in their role of providing instructional leadership in the school.

5.6 THE OVERALL FEELINGS OF PRINCIPALS ABOUT OTHER ACTORS INVOLVEMENT IN THE PROVISION OF INSTRUCTIONAL LEADERSHIP

In their overall descriptions of the involvement by other actors in the provision of instructional leadership, public and private school principals expressed mixed feelings. However both public and private school principals maintained that the current levels of involvement by trustees/governors, community, and the Department of Education were about right.

About half of the public school principals were in favour of having their teachers become more involved while the remaining half said that teacher involvement was about right. The central office's current level of involvement was about right for about half of the principals, while the rest wanted to see increased involvement.

The majority of public principals regarded the current level of involvement by the school trustees about right. On the other hand, almost all of the public school principals

wanted parental involvement in the provision of instructional leadership to be increased.

Some public school principals wanted to see increased involvement by teachers while other principals felt that the teachers current level of involvement was about right.

Private school principals were also divided with regard to the involvement of the central office, some expressed the desire that the central office should become more involved, while on the other hand other principals said that the present level of involvement was about right.

With respect to trustees/governors' involvement about half of the principals thought their current level of involvement was about right and the remaining would like them to become a little more involved than at the current time.

Parental involvement was said to be about right by half of the private school principals while the remaining half of the principals wanted parental participation to be increased.

About half of the principals indicated the need for increased community involvement and the remaining half maintained that community participation in the provision of instructional leadership was almost adequate.

The department of education's role in the provision of instructional leadership was regarded to be about right by half of the principals, while the rest would appreciate more participation by the department.

5.7 PERCEPTIONS OF DIFFERENCES BY PUBLIC AND PRIVATE PRINCIPALS

Public and private school principals shared their conceptions of differences relative to the varied aspects of the principalship between their schools. They were in general agreement that they served two distinct communities and that the community of the public schools was more diverse and heterogeneous than the community of private schools. Therefore public school principals contend with a more diverse group of parents. On the other hand, the communities and parents served by the private school principals are more homogeneous.

Both public and private school principals agreed that there was greater parental involvement in the private school sector than in the public school system.

They also acknowledged the politics of the principalship in their educational systems, however, they said that the political forces were different and that the public school system is more politically sensitive than is the case in private school systems.

The majority of respondents from public and private schools also agreed that the public and private school principals deal with teachers who are a homogeneous group whose commitment, purposes, goals, philosophy and lifestyle are closely related to those of the principal, public school principals on the other hand work with a more heterogeneous group of teachers. The public school principals unlike their counterparts in the private school system reported as working with teachers who are tenured and unionized, therefore their exercise of control is more on the legal/rational basis.

The study also reported that private school principals work with a selective clientele, have a narrow and clear philosophy of the school, their students and teachers know what is expected of them, therefore the principals are able to devote a larger amount of energy to instructional leadership matters. Public school principals unlike private school principals cannot be selective in their admissions, they are expected to admit anyone who wishes an education.

5.8 CONCLUSIONS

The role of the principal as instructional leader has continued to generate interest among scholars and practitioners who define and interpret it in many different ways. There are those who describe the principal as the educational leader of the school and therefore to be

regarded as the professional leader of the school, while others suggest that the principal be freed from all instructional leadership activities that he/she can concentrate on the managerial tasks of running the school.

Notwithstanding, current research has continued to support the idea that the principal is a key factor in the provision of quality education to the students whether in the public or private school system. The literature reviewed indicate that the principal as instructional leader becomes fully involved and committed in the instructional activities of the school. They coordinate, organize and support teachers in their planning and implementation of instructional activities in the school.

The findings of the study were the basis for the following major conclusions:

Public and private school principals differ slightly in the amount of work week hours. Private school principals on the average work slightly longer hours in performing the functions of the principalship. However they spend similar amounts of time in the performance of instructional leadership activities of curriculum, teacher supervision and teaching. Private school principals appear to teach courses more than public school principals.

Public and private school principals operate in distinct and separate educational systems that exist side by side to each other throughout the province of Manitoba. The public school principals head larger institutions than their counterparts in the private school system, however, both principals are confronted with several demands made upon their time as they perform their role. According to McCleary and Thompson, (1978) factors such as size of the school, cost and availability of clientele have the potential to create differences between public and private school principals.

There appears to be a common perception among public and private school principals that as the head and official leader the principal has many functions and responsibilities that transcends but include the provision of instructional leadership.

The principals of the two educational systems are aware of the fact of the centrality and prominence of the instructional leadership role, nevertheless, they are at the same time cautious and careful not to dissociate it from the other functions of the principalship. They all regarded instructional leadership as a motherhood statement and the presumed responsibility of the principal, and interpreted the role to comprise of several different facades.

The principals of the two educational systems spend a great percentage of their time in the performance of non-instructional leadership functions of the principalship such as administrative, managerial and political demands of their job.

Public and private school principals perceive the current role of the principal as instructional leader require him/her to be supportive, facilitative, provider, helper, of the teachers as they perform the job of teaching the students. They are cognizant of the fact that the role of the contemporary principal has evolved and changed over the past years, and has become more managerial, administrative and/or political than in the past.

Dwyer and Colleagues (1983) have said that the routine activities of the principal have significant influence upon school or student improvement. Based upon the findings of their study, they state that the impact of such routine activities on the teaching-learning processes can be substantial. They affirmed that " That these are the common acts of the principalship. They require no new program, no innovation, no extensive change. The success of these activities for instructional management hinges, instead, on the principal's capacity to connect them to the instructional system " (p.54). Other researchers (Murphy, Hallinger and Mitman, 1983; Dwyer, et al., 1983; DeBevoise, 1984) suggest that instructional leadership consists of the

accumulation of several small activities that the principal perform during the workday.

Public and private school principals have a lot in common relative to instructional leadership activities the school ought to pursue and what activities are the primary responsibility of the principal as instructional leader. They however vary in the order of priorities of activities that should be carried out. This relates to what Chubb and Moe (1985) have found in their study of public and private schools in the U.S., that although large differences exist between the two educational sectors, such differences are with respect to " matters of personnel than on matters pertaining to educational content and practice " (p.27).

Public and private school principals and their teachers are the most influential actors in the provision of instructional leadership in the school. Other actors are less involved or they not involved in the final decision-making processes in the provision of instructional leadership. The least involved actors in the decisions relative to the provision of instructional leadership are the parents and the communities. However the principals desire to see that they become involved in the final decision-making process on the provision of instructional leadership.

Public and private school principals do not perceive themselves as the sole decision makers relative to the provision of instructional leadership. They practice participatory decision making particularly with their teachers in the majority of instructional leadership areas.

Public and private school principals still have and exercise considerable degree of general autonomy in the provision of instructional leadership within their school contexts.

Public school principals desire to see more parental involvement in the provision of instructional leadership.

5.9 IMPLICATIONS

The findings of this study suggest several implications for public and private high school principals.

1. The public and private school principals in Manitoba share similar interests in the provision of instructional leadership. The common ground, identified by this research should provide the ways to create and/or improve communication and cooperative efforts between the public and private school principals.
2. The provision of instructional leadership is a complex and busy activity that is led by the principal directed towards the provision of quality teaching and learning processes. Current research on

effective principals suggest that the principal is a critical factor as h/she provides leadership in activities that promote growth in student learning. The other functions of the principalship should not be allowed to overwhelm the principal as instructional leader.

3. Common leadership functions that must be fulfilled in all schools include: communicating the purpose of the school, rewarding good work, and providing staff development (Bossert, 1981; Dwyer and colleagues, 1983; De Bevoise, 1984; Blumberg and Greenfield, 1982).
4. Principals who enhance quality education in the school make the provision of instructional leadership a high priority. They are also effective in their time management.
5. Principals who involve others in decision-making contribute to the effectiveness of their role in the provision of instructional leadership. De Bevoise (1984) reported that, " Principals cannot exercise instructional leadership in a vacuum. They need support from teachers, students, parents, and the community " (p.18).

5.10 RECOMMENDATIONS

The following recommendations for future studies of public and private schools are suggested:

Studies that describe and compare public and private elementary schools in Manitoba in order to provide more information about the schools and enhance more understanding are needed.

More broad based studies that examine the role of public and private school principals in the provision of instructional leadership are needed in view of the limited size of this study. Such studies will contribute to the understanding of the principalship between the two educational systems in Manitoba in view of the current attention focused on the principals' role in the provision of instructional leadership.

Future studies that will include the perceptions of other school actors are also needed in order to substantiate the findings of this study. On the other hand future studies that will employ other research procedures will prove more objective in view of the in view of the idiosyncratic tendencies of self-report studies.

Public and private high school principals can edify themselves by the sharing of ideas if a means of communicating with each other can be initiated and implemented.

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Appendix A

THE HIGH SCHOOL PRINCIPAL'S ROLE IN THE PROVISION OF INSTRUCTIONAL LEADERSHIP:

A COMPARISON OF THE PERCEPTIONS OF SELECTED PUBLIC AND PRIVATE HIGH SCHOOL PRINCIPALS

PRINCIPAL INTERVIEW SCHEDULE

Introduction

This interview schedule has been constructed from a number of studies of the role of the principal both local and international. As an international student studying the Canadian school system I am particularly grateful for your time in participating in this study.

This interview should be completed in 30 minutes. The interview schedule consists of several fairly complex structured questions that I would ask you to fill out on the schedule provided as well as one or two open-ended questions that I would ask you merely to respond verbally to.

In addition to assisting me to complete the requirements of my Masters Degree I am hopeful that the study will provide some interesting data on the role of the principal and the similarities and differences between the public and private systems. I will be happy to provide you with a summary of my findings on completion of the study.

All responses will be treated as confidential. No school or principal will be identified or identifiable from the final thesis which will report individual responses anonymously and composite results.

PART 1: THE WORK FUNCTIONS OF THE PRINCIPALSHIP

1. Below is a table consisting of some of the job functions of a school principal. After having considered your school year as a whole, please estimate (A) the number of hours per week you usually work, and (B) the percentage of this time that you spend on each of the task areas listed.

Estimated hours of work per week: _____ hours

Function Area	Time Spent (%)
1. <u>CLERICAL WORK</u> : Includes the following and similar tasks: filing, answering telephone, counting money, ordering supplies, filling out forms, inventory of supplies and texts, record keeping, processing of invoices, clerical tasks related to building and maintenance monitoring attendance, opening mail.	
2. <u>CURRICULUM</u> : Initiating, planning with teachers, developing new courses, implementation, evaluation, revision. Timetabling.	
3. <u>TEACHER SUPERVISION</u> : (Evaluation and Professional Development) Formal evaluation of professional staff, classroom visits, counselling teachers. Staff development, organizing and planning inservice, helping with the professional development of individual teachers.	
4. <u>PUPIL CONTACT</u> : Counselling students, discipline, scheduled supervision, student council, home communications, discussions with social workers, psychologists, police. Accidents, bussing.	
5. <u>SCHOOL FINANCE</u> : Preparation of budgets, allocation of budgets, fund raising, monitoring of expenditures, inspection and recommendation for renovations, discussions with suppliers.	
6. <u>EVALUATION OF SUPPORT STAFF</u> :	
7. <u>COMMUNITY RELATIONS</u> : Coordinating communications with the school community, public relations, school tours, teas, meeting groups of parents, meeting with the general public, coordinating activities with other organizations.	
8. <u>MEETINGS</u> : Meetings with fellow administrators, superintendents, school trustees/board of governors, MTS., Department of Education.	
9. <u>SCHOOL ASSOCIATED FUNCTIONS</u> : Participating in functions such as the following: social events, musical events, coaching.	
10. <u>OTHERS</u> (i.e. teaching). Please specify: _____ _____	

N.B. This question is a modified version of a question included in a 1978 MTS survey.

2. Instructional Leadership

In question 1, we have attempted to obtain some general information about the principal's instructional leadership functions in relation to the many other tasks s/he is expected to perform. In this question we would like to focus your attention on some selected areas of instructional leadership. (We are aware that it is possible to argue, as some authors do, that everything a principal does has a bearing on instructional leadership. While we are sympathetic to this position, for the purposes of this study we have chosen a more restricted definition.)

For each of the activities listed below please do two things: (A) in the left margin assess the importance of that activity TO THE PROVISION OF QUALITY EDUCATION IN YOUR SCHOOL (i.e. it is an important activity for someone to attend to; and (B) in the right margin assess the importance of that activity AS A RESPONSIBILITY OF THE PRINCIPAL (i.e. which activities do you think the principal must pay close attention to?).

School Importance			Activity	Principal Importance		
Very	Quite	Not		Very	Quite	Not
()	()	()	1. The setting of school goals.	()	()	()
()	()	()	2. The monitoring of school goals.	()	()	()
()	()	()	3. Deciding what should be taught in the school.	()	()	()
()	()	()	4. Evaluating the curriculum.	()	()	()
()	()	()	5. Developing curriculum materials.	()	()	()
()	()	()	6. Deciding on a selection process for teachers.	()	()	()
()	()	()	7. Selecting teachers.	()	()	()
()	()	()	8. Deciding on an evaluation process for teachers.	()	()	()
()	()	()	9. Evaluating teachers.	()	()	()
()	()	()	10. The provision of professional development for teachers.	()	()	()
()	()	()	11. Deciding when and how to evaluate students.	()	()	()
()	()	()	12. Monitoring student progress.	()	()	()

Which of these activities would you rank as the four most important for you as a principal?

1. _____ (A number from 1-12) 2. _____ 3. _____ 4. _____

3. Within the current "Effective Schools" literature there is a focus on the principal as "Instructional Leader". However other authors question this emphasis and stress instead the "Managerial", "Political", and/or "Administrative" role of the principalship. How do you see your current role as principal of a public/private high school in relation to these different demands made of you?

PART 2 THE PRINCIPAL'S RELATIONS WITH OTHER SCHOOL PUBLICS

4. Please circle the number on the scales below which most closely describes the degree of involvement that you feel each individual/group HAS in each of the following areas of Instructional Leadership in your school

SCALE:

- 1 = NO INVOLVEMENT
- 2 = INFORMATION RECEIVING: These people are regularly kept informed of decisions made by others.
- 3 = INFORMATION SEEKING/ADVISORY: These people's advice is regularly sought before any decision is made.
- 4 = MINOR DECISION-MAKING ROLE: These people have a minor influence (i.e. vote) in the decision-making process.
- 5 = MAJOR DECISION-MAKING ROLE: These people have a major influence (i.e. vote) in the decision-making process.
- 6 = SOLE AUTHORITY: This person/persons make decisions alone (with or without the advice of others).
- 7 = DON'T KNOW

Instructional Area	Principal	Teachers	Central Office	Parents	Trustees	The Community	Dept. of Ed.
A. SCHOOL GOALS:							
1. The setting of school goals.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2. The monitoring of school goals.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
B. CURRICULUM DEVELOPMENT:							
3. Deciding what will be taught in the school.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4. Evaluating curriculum.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5. Developing curriculum material.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
C. TEACHER SELECTION/DISMISSAL:							
6. Deciding how to select teachers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7. The selection of teachers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
D. TEACHER SUPERVISION:							
8. Decisions related to how teachers are evaluated.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. Evaluating teachers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
E. TEACHER PROFESSIONAL DEVELOPMENT:							
10. The provision of professional development of teachers.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
F. STUDENT EVALUATION:							
11. Deciding when/how students will be evaluated.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Monitoring student progress.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

N.B. In this question in using the term "community" we mean the population that the school generally serves.

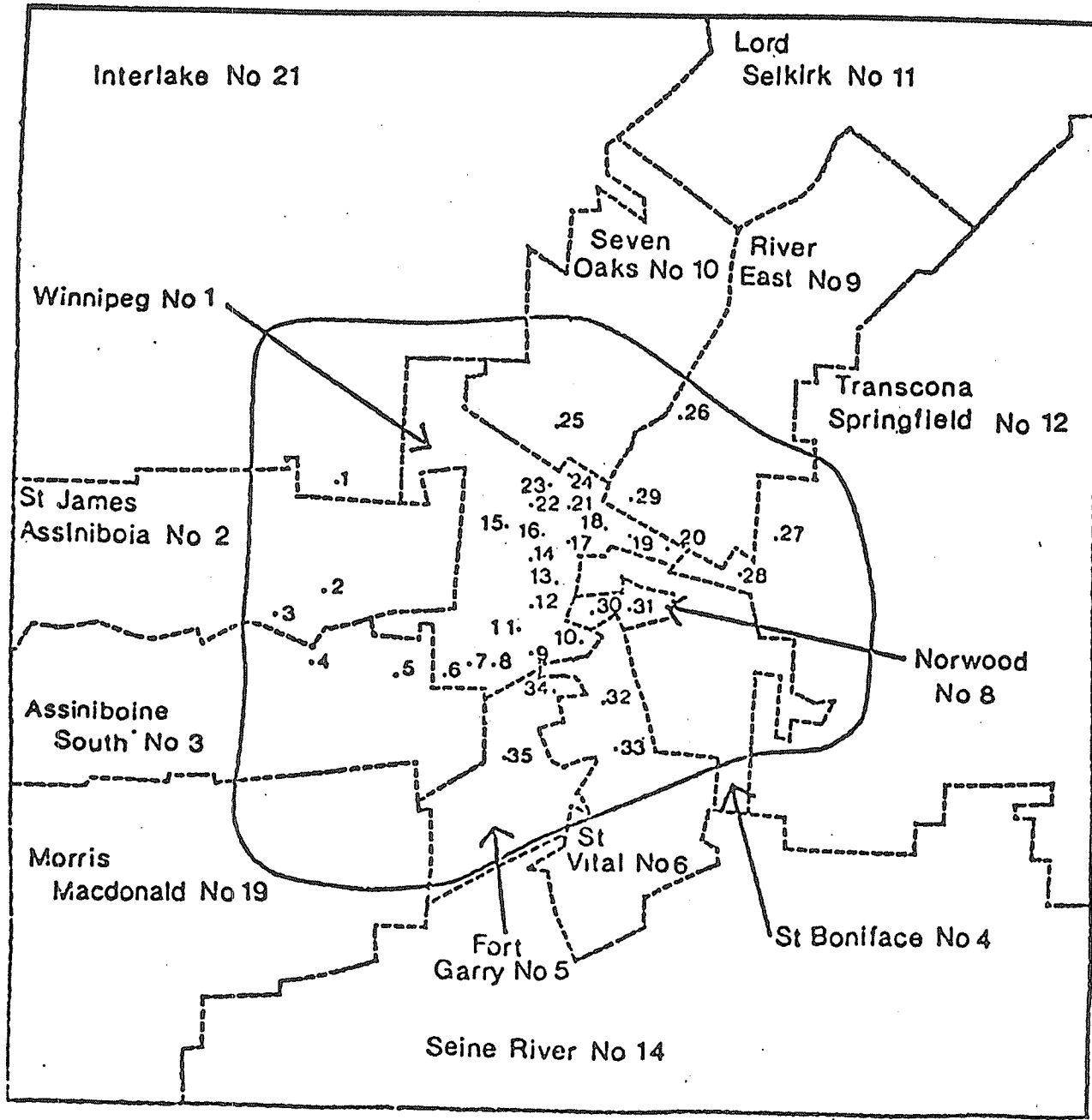
7. Finally, in what ways do you think that the principalship in the public/private school system is different than it would be in the private/public system? What do you think contributes to these differences?

Thank you very much for your time and effort.

Tim Dabo

Appendix B

PRIVATE SCHOOLS LOCATED WITHIN THE CITY OF WINNIPEG

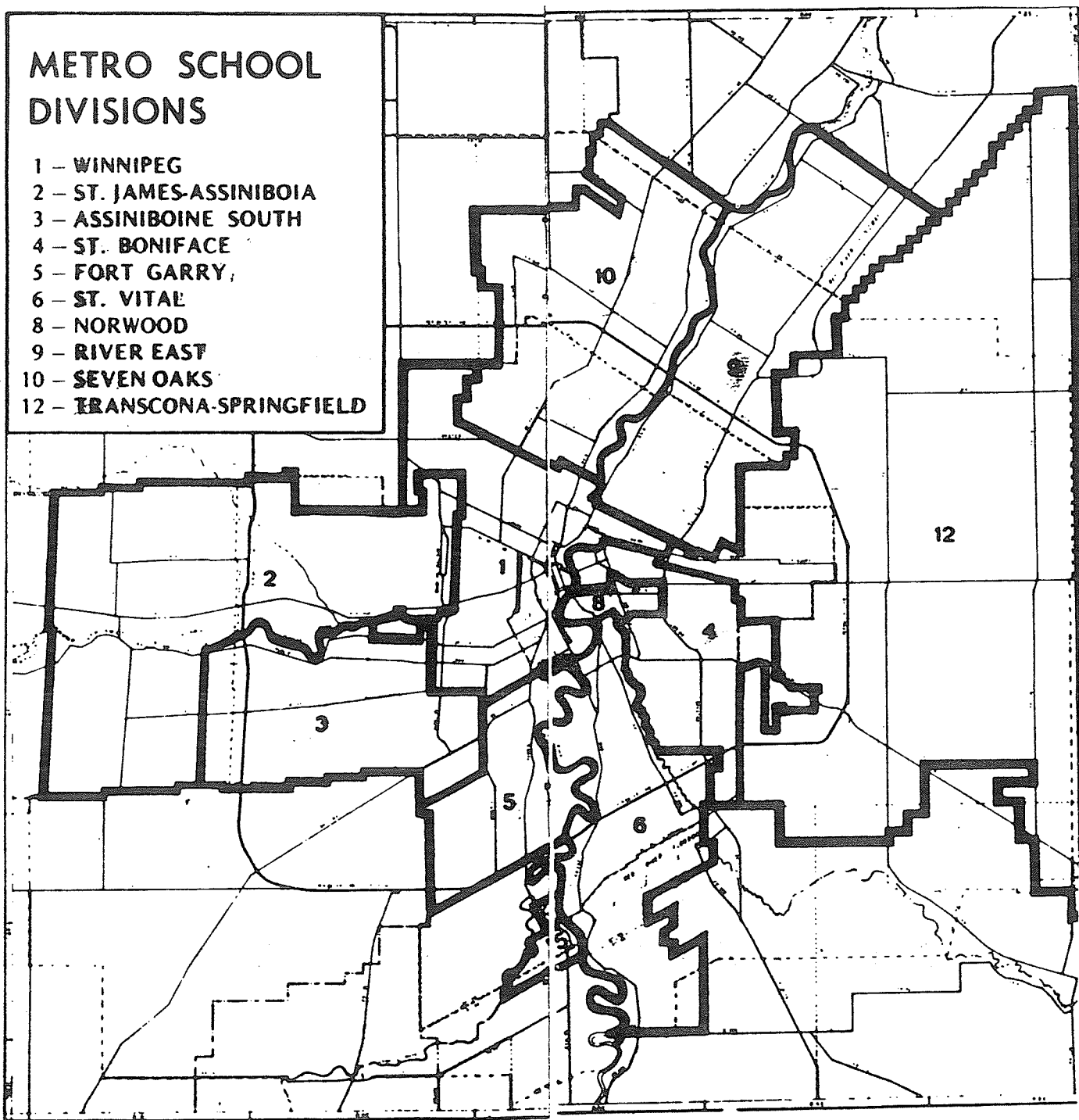


KEY

- 1 Manitoba Christian Schools
- 2 Kirkfield Park Christian Academy
- 3 St. Charles Academy
- 4 Early Childhood Education Centre
- 5 St. Paul's High School
- 6 Ramah Hebrew School
- 7 St. John Brebeuf School
- 8 Torah Academy
- 9 St. Ignatius School
- 10 James K. McIsaac School
- 11 St. Mary's Academy
- 12 Westgate Mennonite Collegiate
- 13 Balmoral Hall
- 14 University of Winnipeg Collegiate Division
- 15 St. Edwards School
- 16 Holy Ghost
- 17 Indian Metis Holliness
- 18 Mennonite Brethren Collegiate Institute
- 19 Red River Valley Jr. Academy
- 20 St. Gerard's School
- 21 Ever Willing Learning Centre
- 22 Immaculate Heart of Mary School
- 23 Talmud Torah
- 24 Joseph Wolinsky Collegiate
- 25 Peretz Folk School
- 26 Calvin Christian School
- 27 St. Joseph the Worker
- 28 Immanuel Christian School
- 29 St. Alphonsus School
- 30 Holy Cross
- 31 St. Boniface Diocesan
- 32 Christ the King
- 33 St. Emile School
- 34 St. John's Ravenscourt School
- 35 St. Maurice School

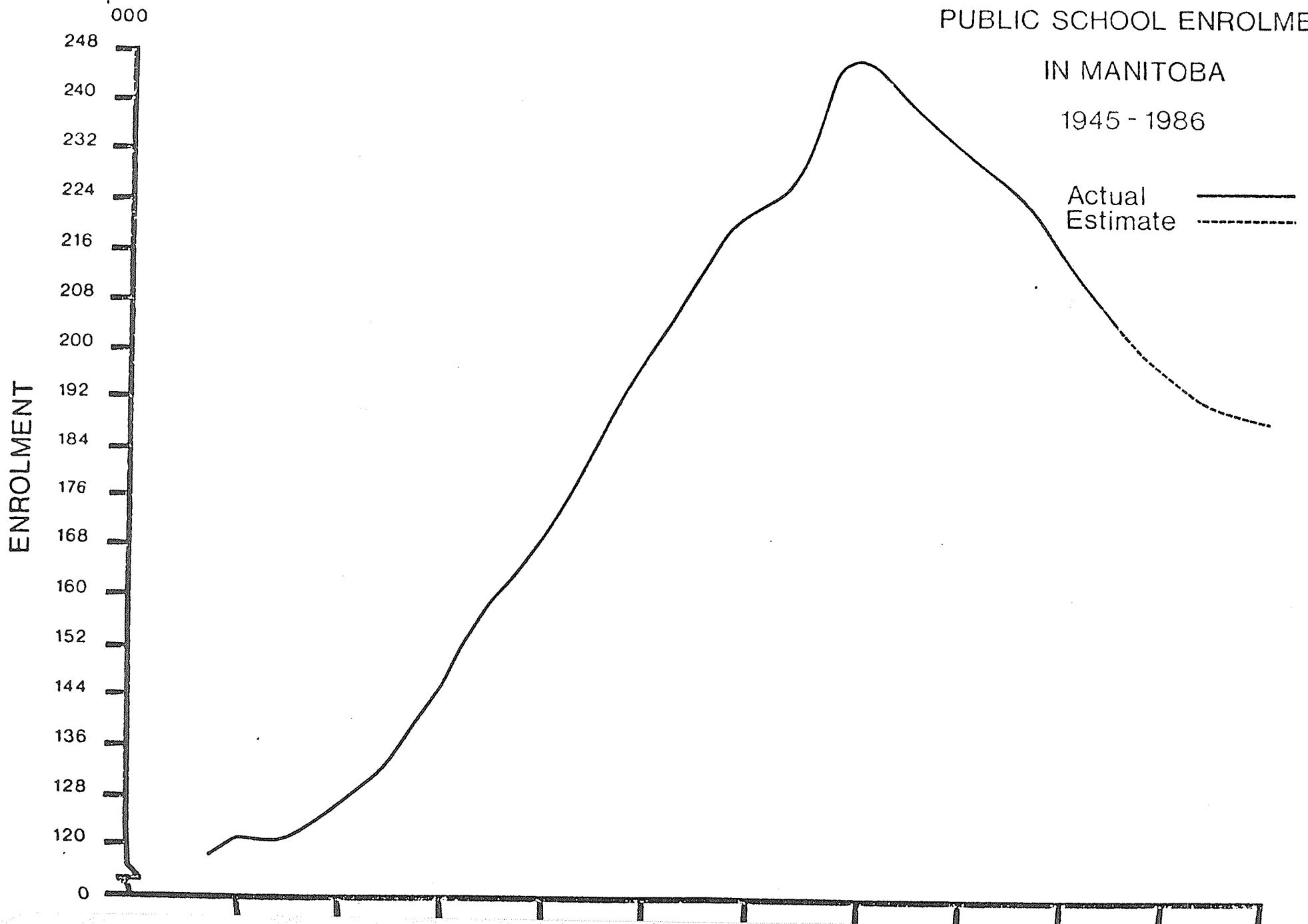
METRO SCHOOL DIVISIONS

- 1 - WINNIPEG
- 2 - ST. JAMES-ASSINIBOIA
- 3 - ASSINIBOINE SOUTH
- 4 - ST. BONIFACE
- 5 - FORT GARRY,
- 6 - ST. VITAL
- 8 - NORWOOD
- 9 - RIVER EAST
- 10 - SEVEN OAKS
- 12 - TRANSCONA-SPRINGFIELD



Appendix C

PUBLIC SCHOOL ENROLMENT
IN MANITOBA
1945 - 1986



PRIVATE SCHOOL ENROLMENTS IN MANITOBA

