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THE EFFECTS OF PRINCIPAL LEADERSHIP:
TEACHERS' INVOLVEMENT IN RESTRUCTURING
SCHOOLS

by
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Approved by:

A thesis
submitted in partial fulfillment of the requirements
for the degree of Master of Arts
to the Department of Education
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at the Haigazian University

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Beirut, Lebanon
June 2004

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THESIS RELEASE FORM

THE EFFECTS OF PRINCIPAL LEADERSHIP:
TEACHERS' INVOLVEMENT IN RESTRUCTURING
SCHOOLS

Rima Cholakian

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ACKNOWLEDGEMENTS

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With the support of my family members, friends, and colleagues this thesis is completed.

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Special thanks go to my advisor, Dr. Ahlam Klailat of Haigazian University.

Without her educational insights and support, I would not have been able to complete my masters program.

I, Rima Cholakian Hanin Hout, for being my reader and serving on the committee. I also thank Dr. David Tawil for his insights in my data analysis and serving on the committee as well.

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Hamparian for translating the English questionnaire (Appendix B) into Armenian, and

Mrs. Maral Manoukian-Varjabedian for the computer layout.

Rima Cholakian
Signature

I thank the full-time teachers of the Armenian schools in Beirut who gave up their time to complete the questionnaire.

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AN ABSTRACT OF THE THESIS OF

Rima Cholakian

for

Master of Education

Major: Educational Administration and Supervision

Title: The Effects of Principal Leadership: Teachers' Involvement in Restructuring Schools

To have a restructured school, an effective principal is needed. The list of the Armenian schools was taken from the Armenian Evangelical Educational Council, and a questionnaire was given to two hundred twenty-seven full-time teachers. A research was conducted using the Armenian private schools of Beirut to test the following hypotheses (If principals empower their teachers in decision-making processes, if teachers feel they are accountable to their principals, if teachers perceive their principals to be effective, if teachers have high values in themselves and each other, then restructuring can be implemented positively and effectively) pertaining to a number of factors related to restructuring. The questionnaire consisted of thirty-one questions. A stepwise multiple regression analysis was run to find the relationship between restructuring as perceived positively by teachers and all other factors affecting restructuring. The affected factors were empowerment of teachers in decision-making, accountability of teachers toward their principals, perception of the teachers toward their principals as being effective, and teachers having high values in themselves and each other. Teachers believe that the effective principal is the key and pivotal person to restructure the school. On the other hand, the principals should be aware of the teachers' opinions and they should not underestimate them because teachers are better able to spot areas of improvement, identify solutions and take corrective actions than the principals. To have a restructured school, effective principal and teachers should work hand-in-hand. This implies that principals' and teachers' attitude, students' learning and outcome will be affected positively.

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B. The Strategies Used by Effective Principals to Influence Teachers

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TO MY MOTHER AND FATHER

CHAPTER I

INTRODUCTION

Context of the Problem

In educational systems and hierarchies, it is said that the quintessential factor for having a successful and restructured school is the role of an effective principal. This important role is emphasized by Tirozzi (2001) who stated that the effective principal promotes excellence in teaching, and is committed to sustained and comprehensive professional development for all staff and faculty members. To this effect Bennis and Nanus (2002) added that teachers are mostly influenced by principals who have the expertise, are competent, have integrity, and can get the job done whenever, wherever, when and where each task is appropriate. In Slater's (1995) research, the 1500 managers who were asked open-ended questions like "What values (personal traits or characteristics) do you look for or admire in your leaders?" most of them admired leaders who are honest, competent, forward-looking and inspiring. Teachers are neither influenced by the principal's power to punish or reward, nor from his/her status or position. They are influenced positively when principals trust them.

TO MY MOTHER AND FATHER

All of the research regarding an effective school affirm that "the principals act to represent important organizational values. They use symbols to anchor the faith and confidence of others, to communicate purpose and to build passionate identification with the school Principals focus on the creation of a shared sense of meaning and the development of internal cohesion and commitment" (Slater, 1995; Deal and Peterson, 1994, p. 6).

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Subsequent to the war years, the Minister of Education of Lebanon put the new curriculum into effect. In 1977, it was mandated that all schools whether private or public must implement the new curriculum. The principals did not have any idea how to implement the reform, and most were not trained to lead their teachers in the appropriate direction in terms of methods, pedagogies and/or the theoretical perspective needed for the implementation of the new curriculum.

In interviewing several principals in the Beirut area to ascertain whether or not principals attended training sessions in order to better understand the directions needed for the reform, it was found that the Minister of Education organized a seminar once which provided a very superficial explanation about how long the new curriculum will take, and asked the principals about their views regarding the new curriculum issues. The principals were of the opinion, however, that the discussions were very limited because very few truly understood the theoretical background on which the reform was supposedly to be built on.

On the other hand, the principals required their teachers to attend various training sessions whether organized by the government, or by different institutions (i.e., universities, influential schools) as well as workshops given by individuals. The purpose of the training sessions and the workshops was to explain the theoretical framework and/or pedagogies needed to implement the reform of the new curriculum. Many of these teachers attended either one, two or three of the training sessions being provided. The reasons for attending these training sessions varied - some were worried about their positions, others wanted to understand the change and still others did it because they were obliged to. However, all teachers in Lebanon were expected to implement the new curriculum. Although the reform was implemented in the phases

that should have been accomplished in six years, many governmental seminars concerning the new curriculum were provided in the summer prior to the first year of implementation. Hallinger's et. al. (1992) research revealed that principals support

Certainly for any reform to be implemented effectively, certain restructuring of the school, whether logistically, pedagogically or psychologically, becomes necessary. Since all research conducted in this area have found that the most important variable which affects the efficacy of a school is the principal, s/he is held accountable if this restructuring process falters. (Article No 10227, 1997).

Hence, the purpose of this study is to investigate the role of the principal in the school. How the principal involves his/her teachers in the decision-making process, and provides open communication between himself/herself and the teachers. All these affect the restructuring process in the school.

Greenfield's, Jr.'s (1995) research revealed that the effective principal has different views about his/her role as principal and that s/he is responsible to carry out these functions. The principal's job is reactive and action-oriented, and it includes face-to-face communication. Sometimes the presented problems are unpredictable, and decisions are made without accurate or complete information, and resolution of the problems often involves multiple actions. The setting of the principal's work is based on immediacy, and the pace is rapid. His/her work is full of frequent interruptions, and work episodes tend to be of very brief duration. In addition to the above-mentioned work, the principal is obligated to lead the school to improvement, to develop the school professionally, to support the teachers and to create and maintain conditions that will enable them to teach and to learn. It is also important to remind the teachers of

their core values and beliefs, and the importance of their efforts in the lives of their children.

Further, Hallinger's et. al. (1992) research revealed that principals support professional development because it leads the school to restructuring and enhances teacher performance. Principals emphasized in-service activities like instructional strategies, subject-matter content, and peer coaching. They also suggested that the teachers should participate in seminars and later share their gained-information with their peers.

Moreover, Hart's (1994) research stated that without the support of core leaders who were the teachers, restructuring could not take place. The research emphasized that principals should not underestimate the role of a supportive, and capable teacher leaders. It was very clear, that when the principal functioned well, and the teachers were able to act as leaders, the school's instructional system advanced greatly and led the school to further reform. This view was stressed in Slater's (1993) research in which one person stated, "Those successes that came to the school were due to teachers and administrators who really gave uncommonly of their time and energy."

Hart's (1994) research revealed that restructuring has great impact on student learning and outcome, as well as on the curriculum. In this respect, Hallinger's et. al., (1992) research also revealed that according to the principals, restructuring of the school improves students' learning with the hope that students become better problem solvers and critical thinkers. Moreover, restructuring of schools will help students take responsibility for their own learning and they will become lifelong learners.

In Murphy's, et. al. (1991) research, the teachers were asked about the effects of restructuring schools and students' outcome. Almost all of the teachers noticed

improvement in the students' social and academic life. Few saw improvement in the students' critical thinking, creativity and independence of thought. In this context, a high school English teacher said, " Ideally, a restructured school would encourage the students to feel powerful and independent and ask questions and understand what they're doing, without having to be disruptive about it." (Murphy, et. al., 1991). The teachers hope that restructuring of schools enhances the students' self-esteem, and makes them more responsible as individuals and learners. They also believe that they develop a sense of responsibility for their peers, their environment, and their future, and they become successful members in the society.

The same research showed that principals stress the point that restructuring of schools enhances character development of the students. They will feel more responsible toward one another, improve interpersonal relationships, have more responsible behavior, and a more positive attitude.

In this context, when the Lebanese Minister of Education imposed curriculum change on the private and public schools, the principals obligated their teachers to go to seminars so that the teachers' teaching methods would be developed professionally. When the teachers came to school, they informally shared their information with their colleagues, so in this regard the principals supported professional development. On the other hand, the principals of the Lebanese schools barely encourage the involvement of their teachers in the decision-making process, and the principals sometimes support their teachers when they initiate change. In general, the principals do not empower their teachers in the school.

Hence, the role of the administrator is the most important factor for a school to be effective in all of its roles. Teachers alone no matter how effective, creative and

enthusiastic, can not go against a school's culture or trend without the support of the administrator. Curriculum change, student activities (whether inside or outside of classrooms) teacher initiatives, and the like are not possible if the administrator does not support such decisions. In any change to occur, the administrator must acknowledge the effectiveness of the change to allow and accommodate for it. Without his/her support, necessary change is not possible.

Statement of the Problem

Slater (1995) stated that "Leadership is important because it makes a difference for group consensus and unity" (p. 453). This is the main reason that successful schools need effective principals. The same research revealed that the principal should have a vision for reform, a staff who supports change, and a nucleus of teachers who are willing to run the ball, trying techniques and taking risks. And all those who are working in the school should have a will to succeed, an intent to have fun while implementing reform, a recognition and celebration of small successes. If the principal's intention is innovation, according to Barth, et. al. (2001), what he needs most is support and assistance from faculty and administrators.

Moreover, in Hallinger's, et. al., (1992) research, the principals envision that when teachers share in the decision-making process, additional perspectives are brought forth, the teachers' commitment increases, whereby teachers become better problem-solvers and as a result, the school improves. The principals also believe that when they delegate their responsibilities, they will have more time to devote themselves to teacher development. The same research revealed that when teachers are responsible in decision-making, their motivation and participation will increase. Further, their

self-esteem will rise to meet the students' needs. Moreover, Sebring and Bryk (2000) stated that the principals believed that teachers should be involved in the reform process, and have a significant role in school policy, especially when choosing instructional materials. One principal strongly opposed the idea of

Significance of the Problem

As was stated above, the Lebanese Ministry of Education imposed the new curriculum on the principals. Hence, the principals whether having the needed characteristics or know-how to implement this new reform was not taken into consideration. Change happens slowly and it is impossible to change the school system overnight. This change lies on the shoulders of the principal, on condition that his/her faculty and administrators provide proper and non-judgmental assistance. No matter what leadership style the principal uses, as Mitchell stated (Tucker-Ladd, 1992) each leadership style may work depending on the setting, goals, and expectations of the principal and staff. These situations and moments of conflict provide all the ingredients for personal and professional growth and hold great potential for learning. What the principal needs is helpful, non-judgmental assistance in reflecting on and sharpening professional practice. However, Greenfield, Jr. (1995) added that the most difficult aspect of the principal's job is to maintain a peaceful and smoothly running school in the face of a great deal of ambiguity and uncertainty as was the case in Lebanon.

In addition, in Hallinger's, et. al., (1992) research, principals were interviewed about changing curriculum in a restructured school. Five principals believed that a more flexible curriculum should be prepared with a variety of instructional strategies which will give the teachers greater freedom and provide the students with more choice.

The principals agreed that the curriculum should be student-centered, and that the preparation of the curriculum by teachers develop their character and self-esteem.

Three principals approved the idea that teachers should write the curriculum. Three principals warned that teachers should be trained and given more time to be successful in their attempt in preparing the curriculum. One principal strongly opposed the idea of teacher involvement in the curriculum preparation because he believed that the methods of teaching change, but curriculum can not change. Another principal saw his teachers as unfit to prepare curriculum because they did not have the knowledge in this field.

Teachers who believed in this curriculum preparation shared leadership, felt more responsible and collaborative with their colleagues, and they anticipated new responsibilities as well as positive changes in their career. However, some were worried about increase in pressure and additional paperwork.

Limitations: The Lebanese government could not afford to remain passive, and continue with the educational program that remained the same since its inception in 1970. Many people in the ministry thought that there was a desperate need for a decision to reform the educational system. Therefore, a gigantic reform program was launched in an effort to make changes in the old curriculum which was based on rote-learning. Their main concern was to make the student the center of the new curriculum, and to improve the students' critical thinking. In the scholastic year of 1997 - 98, the new curriculum was implemented in the schools. The teachers were sent to different seminars and to training sessions so that they would refresh their teaching methods and learn new teaching techniques which was seen as needed to implement the new curriculum. What was lacking however were the following. First, no pilot studies were conducted prior to implementation of the new curriculum. Second, no solutions provided for these

teachers who had 1 - 5 years left before retirement who saw this reform as a fiasco and would be unwilling to change either their attitude or methodology. Third, many of the subjects introduced (i.e., computer science, technology, economics, etc.) which needed equipment, space and even here teachers were left unresolved. And fourth, a major assumption was that principals would be up to the task of implementing this reform.

5. Training sessions: in-service trainings, workshops, seminars

The Purpose of the Study

The purpose of this study is to investigate how the effective principal that is; the principal who involves his/her teachers in the decision-making process, and provides open communication between himself/herself and the teachers, affects the restructuring process in the school.

Limitation

The result of the present study is to be interpreted with the following limitation in mind.

The schools selected for this study were all Armenian private schools located in Beirut. Therefore, the results obtained may not be entirely generalizable to the whole of Lebanon.

Definition of Terms

For the purpose of the study, the following terms are defined.

1. Restructuring: changing the school system by raising the academic standard and having mature communication between the principal and the teachers

2. **Hierarchy:** a body of people in authority
3. **Principal:** a person who has controlling authority or is in a leading position: as the chief executive officer of an educational institution
4. **Leader:** a person that leads: as a person who has commanding authority or influence
5. **Training sessions:** in-service trainings, workshops, seminars

The Effective Principal

The principal has a variety of responsibilities to perform in the school and the teachers expect from the principal to implement these responsibilities. Different researchers like Slater (1995) and Tirozzi (2001) stated that the role of the school principal is to set school goals, set and follow clear standards for instruction and teacher behavior. They should consult teachers about instructional matters, analyze their teaching, help improve classroom instruction, and visit classrooms. They also develop, coordinate, implement curriculum, monitor, evaluate and schedule the program. Moreover, the school principal evaluates and develops staff, and allocates human material and financial resources. Principals also evaluate school climate and build public support.

In addition to all these responsibilities, the effective principal's job is to raise academic standards, and keep improving academic achievement for all students. They must be certain that their schools are persistent in getting students to understand the challenges they face and what is required of them to compete on an equal footing in a global environment. On top of all these responsibilities, the school principal has the heavy burden of day-to-day decision-making which is time consuming and sometimes distracting. In this close follow-up the principal needs a solid foundation of consistency, honesty, integrity and persistence.

CHAPTER II

REVIEW OF LITERATURE

The Effective Principal

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According to DeBlois (2000), Bennis and Nanus (2002), the principal inspires the teachers to move toward a goal that is neither obvious nor at times seemingly attainable to most people. But when principals make their goals clear to teachers and students, they are expected to excel, and the school will be positively influenced. In addition to this, Reitzug and Reeves (1992) conducted research in an elementary school of 800 students to study positive principal effectiveness as perceived by outsiders. The researchers observed and interviewed forty-one teachers with numerous other certified staff members like assistant principals, curriculum resource teachers, guidance counselors, and media specialists. The observations were focused on the principal in various school settings and were conducted over a three-month period. This research revealed that the difference between effective principals and less effective principals is that the former saw routine actions such as monitoring lunchroom and conversations with students as opportunities to promote instructional priorities, whereas, the latter saw these actions as simply routine managerial tasks.

Although the effective principal uses every opportunity to promote his/her priorities, his/her job still remains challenging. As Houston (2001) stated, the principal's job is full of criticism, frustration, perils, and rewards, mixed with private moments of triumph. They should always remain to be great communicators and facilitators. Their ultimate tool should be persuasion and must know how to take the pulse of the public and sell their ideas. Although principals are sometimes abused and blamed, they should continue to reshape the children's lives in the right direction. They can also make the rough way smooth, thus keep improving positively the institutions of learning through their leadership and courage (Houston, 2001).

According to Blanchard and Bowles (1998) the principal can transmit his/her leadership when it is based on values, trust and respect. These three are intermingled and are inseparable because without values, trust and respect, a school can not run.

When the principal sets well-understood and shared goal, s/he can reach his/her goals when s/he respects the teachers' thoughts, feelings, needs and dreams, listens to them and acts accordingly. Goals are important because they get people going, and values are the rocks on which the school is based. The teachers respect values and support the school's goals when there is mutual trust among the principal and the teachers.

Therefore, the principal's job is to know the aim of the school, and when values, trust and mutual respect go hand in hand, the school runs smoothly and can reach its goal easily.

The Strategies Used by Effective Principals to Influence Teachers

Based on Blase's (1993) research, the teacher is influenced by the principal when there is interaction between teacher and principal. For example, when the principal praises the teacher's compliance rather than using power. In addition, teachers regard effective and open principals when they praise, give positive comments, compliment, give credit, show appreciation to their teachers regularly. In addition, principals may use material rewards which include food, gifts, special privileges, and sponsoring social events to appreciate teachers better.

In the same research it was found that effective principals support and help their teachers deal with a wide range of needs and problems. They also try to limit paperwork and decrease the number of faculty meetings. Moreover, the principals support or back up their teachers in their decisions regarding student misbehavior.

They also provide material support to meet instructional or professional growth goals of teachers. Finally, effective principals provide formal (e.g., staff development) and informal (day-to-day, impromptu, casual) supportive training to develop practical knowledge and skill in teachers.

Moreover, effective principals spend a great deal of time and effort on clarifying and reinforcing their expectations to achieve their purposes. Their expectations are conveyed through communication in formal conferences, meetings with individuals and small groups, informal conversations (in classrooms, hallways, office) and memos.

These strategies used by the principals have positive impacts on teachers because the teachers' self-esteem and pride are increased, and they feel more confident. Teachers are aware of the issues in schools, their behavior is improved which is manifested in involvement, consideration for students, innovation, creativity, follow-through, openness, tolerance and better relations with principals and parents (Blase, 1993).

The Purpose of Restructuring the School

According to Hallinger et. al. (1992), in the old times people believed that school had become lax professionally and this educational system could be revived only by tightening educational standards and holding schools more accountable for their outcomes. Nowadays people believe that restructuring means reshaping of the entire educational system, and it has been proven that restructuring of the school leaves a positive impact on teachers, students and parents. There are many people involved in a

restructuring process but principals play a pivotal role given their considerable control over the implementation of school-level innovations.

Anderson and Shirley (1995) conducted research in ten high schools in the United States to answer the question, "What is the role of the school principal in providing the leadership needed for implementing a project?" On the basis of the result, the researchers concluded that the success of a project lies in the hands of the principal because all the teachers look to the principal for leadership and see how willing the principal is to provide this leadership. The teachers believed that a project fails when the principal does not have enough knowledge about the project and/or is not committed to the implementation of the project. The teachers also posit that when principals have innovative ideas and programs, and they want to ensure the success of the program, they should be responsible for the implementation of the project from the early stages. Then they delegate it to the teachers or others to run the project smoothly. The reform would be successful if the principal sets the conditions for change and helps manage the change process concerning the school-related and classroom-related factors.

Hart (1994) conducted research in two junior high schools in the United States - one in the North and the other one in the South. The research dealt with questions regarding principal leadership. In the South junior high school, the principal deliberately created visible opportunities for his teachers to exert leadership by empowering them. As a result, the teachers and the principal acted quickly when they were faced with new challenges. The teacher leaders formed their ad hoc leadership committee, worked together to define and support their roles, publicized their activities, and openly confronted questions about the legitimacy of their activities. At North junior high school on the other hand the principal did not provide teacher leadership

and teachers remained isolated to stand or fall alone. Individual teachers were vulnerable to attack because no systematic concepts and beliefs developed by the principal on which their actions could be judged. In this school the principal remained silent. At North junior high school the teachers supported professional growth and enhanced communication; equality, cordiality and privacy prevailed.

At South junior high school teachers were not able to cope with changes. Hallinger et. al., (1992) in their research about restructuring found that without principals having and making decisions, restructuring can not occur. Fifteen principals (two women and thirteen men) were interviewed from different public schools in the United States to elicit divergent perspectives on restructuring. They believed the conditions were prerequisites for successful restructuring. It was found that eleven out of fifteen principals considered restructuring necessary for school enhancement, and some found decision-making increased teachers' commitment and school improvement and that it was a potent tool in problem-solving. Again, this research proved the necessity of having principal leadership and guidance. Some principals had reservations in involving teachers in decision-making committees because they thought they would allocate their time to the committees, and they would be less effective in their classrooms. Four of the principals who believed in restructuring of the school believed that teachers did not want the responsibility of decision-making. The principals argued that once the teachers were involved in decision-making, few teachers would accept the responsibility.

In the same context, two principals viewed restructuring differently. One principal opposed restructuring because in his point of view the school was doing well. He did not see the need to implement solution where there was no perceived problem.

The second principal supported restructuring because she believed that change was accompanied by positive aspects. She did not have any reservations to the idea that decision-making slowed down the pace of the work because more people were involved. Still two other principals were against restructuring because they believed restructuring increased stress on administration and eroded administrative power. Still two other principals supported restructuring and favored shared decision-making, but not with equal authority among participants. Two others completely opposed restructuring because they saw that the principal who had the authority had to make decisions and should be accountable for it.

Murphy, et. al., (1991) conducted research about restructuring schools from the teachers' point of view. They interviewed fourteen teachers from private and public schools teaching at various levels. The purpose of the interview was to guide the teachers to think of restructuring in general. By implementing their thoughts they would conclude who would be affected, what broad changes would occur, and what general school and classroom changes they would expect. Eight of the teachers responded positively, and were enthusiastic about restructuring. Two teachers believed that they were already involved in restructuring activities in their school. Five teachers were convinced that when they were involved in the decision-making process, the school would improve significantly. Teachers saw that the present system was bad, and the school functioned because of a few exemplary teachers who were not visible to the public and not even to their colleagues. The fourteen interviewed teachers believed that restructuring of the school would affect the teachers one way or another.

The teachers who were interviewed were able to give down-to-earth views about restructuring compared to the policymakers because the teachers had hands on

experience on the issue. The teachers who were interviewed were full of hope, showed concern and were able to envision the schools of tomorrow. Although at times their vision was not well-defined and vague. The researchers hoped and encouraged the efforts of the teachers in this restructuring process and stressed that it should be heard by their colleagues, and the portrayal of teachers' views of restructuring should be expanded.

However, some schools are reluctant to restructure because change needs leadership, commitment, intelligence, an agenda, an awareness of the conditions that have to be put in place, and a grasp of the strategies that one has to use to affect change. To implement the above mentioned, principals should be trained so that they can help their colleagues to pursue the agenda and those who are involved in this process of change, should be committed to the agenda, should be willing to spend the time and they should be rewarded for their energy and invested time. Bjork's and Ginsberg's (1995) research reveals that principals were catalysts for change, but at times, they were locked in bureaucratic structures, embraced the status quo, and were unwilling to share power with the teachers. Principals were part of the problem rather than the solution, and they were preventing change instead of supporting change.

According to the research conducted by Blase (1993), teachers believe that principals are more effective when they spend time and effort on clarifying and reinforcing their expectations to achieve their purpose especially in regards to restructuring processes. Principals can achieve their purpose through communication in formal conferences, meeting with individuals or small groups, and informal conversations in the hallways or offices and through memos.

However, Smylie's and Brownlee-Conyers' (1992) research revealed the opposite. Principals and teachers do interact, but their interaction is mainly informal, brief and fragmented and the cause of such a communication is due to the fact that principals focus on administrative and managerial work, whereas teachers focus on classroom instruction and student learning. Moreover, the same research stated that relationship of principals and teachers is based on accountability and control by the principals. According to Smylie and Brownlee-Conyers (1992), teachers are convinced that they are mainly accountable to their principals on the issues of classroom performance, student conduct and academic learning. Most teachers believe that the principals' main job is managerial allocation of tasks and resources within the school. Furthermore, Murphy (1991) explained that the principal's work is to coordinate personnel and manage resources across the classrooms. They are also responsible for managing the relationship between the school, the parents, and other community supporters. Smylie and Brownlee-Conyers (1992) stated that the principal's organizational role may distance the principal from the classroom which makes discussion between the principal and the teacher almost impossible. Smylie and Brownlee-Conyers (1992) stated that principals and teachers generally work at a distance, and their relationship is influenced by patterns of accountability and control. These patterns create a fragile balance in principal-teacher relationship and this balance is buffered by their separateness that characterizes their work in school.

Hypotheses

1. If principals empower their teachers in decision making processes, restructuring can be implemented positively by all concerned.
2. If teachers feel they are accountable to their principals, restructuring can be implemented effectively.
3. If teachers perceive their principals to be effective, then they will not resist restructuring.
4. If teachers have high values in themselves and each other, restructuring can be implemented positively.

CHAPTER III

METHOD

Subjects

The subjects of this study consisted of two hundred and twenty-seven teachers from twenty-three Armenian private schools in Beirut whose language of instruction is English and Armenian.

The investigator prepared a list of all the Armenian private schools with the cooperation of the Armenian Evangelical Council. The full-time teachers were involved in the study because they were always present in the school, and had a better chance to interact with the principal. Permission was obtained from the principals before involving the teachers in this study (see Appendix A).

A pilot study was conducted based on the questionnaire shown in appendix B and C. The questionnaire was prepared in two languages – English and Armenian. The purpose of the pilot study was to establish the clarity of the items, and to study any difficulties faced by the teachers in answering the questions.

The pilot study was given to eighteen teachers teaching at different levels at one private school. Eleven English questionnaires and seven in Armenian were distributed, and based on the result of this pilot study the following change was made. In each set, the researcher added “in your school” because some teachers answered the questions based on how they perceived change in an ideal situation; that is, the way things should be in any school. So, the change was made in the other set of questions to read “in your school” which then made the teachers realize that it is logical that all the

questions that followed should be answered based “on my school” rather than some other ideal school.

Regarding the results of the pilot study, the investigator decided to keep the five sets the way they were, since Chronbac’s Alpha showed consistency and high reliability of the sets in testing the hypotheses.

Questionnaire

The purpose of the study was to obtain the teachers' opinion about the effective principal (as mentioned in Chapter II) and the teachers' involvement in the school. Some of the questions were taken from "Restructuring Schools: Fourteen Elementary and Secondary Teachers' Perspectives on Reform" by Murphy, et. al. (1991) and some were taken from "Teacher Professionalism in Local School Contexts" by Talber, et. al. (1994). Others were compiled by Dr. Sona Jerejian (2004) who presented a seminar for the Armenian Evangelical Schools in preparation for the Total Quality Management (TQM) Program, and some of the questions were modified by the researcher based on the literature review.

The questionnaire was made up of five sets of questions. All questions in the following sets are to be rated on a scale from 1 (strongly disagree) to 5 (strongly agree). Set I discusses effectiveness of the principals and it tests hypothesis III that is, if teachers perceive their principals to be effective, then they will not resist

restructuring.

1. You (as a teacher) are willing to change, learn new ways and improve.
2. You (as a teacher) are better able to spot areas for improvement and identify solutions and take corrective actions than the administration.
3. Restructuring of the school affects principals' attitude positively.

The questions for Set I are as follows:

In your school,

1. The principal appreciates and compliments his/her teachers regularly.
2. The principal clarifies and reinforces his/her expectations.
3. The principal provides formal meetings on regular basis.
4. The principal allows the teachers to make changes in the curriculum.
5. The principal sets and follows clear standards for instruction.
6. The principal is the key person to restructure the entire educational system.

As per the pilot test, the first set's reliability tests Chronbac's Alpha is 0.8763.

It reveals that the set of questions is consistent and can assist in testing hypothesis three - if teachers perceive their principals to be effective, then they will not resist restructuring.

Set II discusses restructuring which relates to the four hypotheses. In fact this set will form our dependent variable called "restructuring".

The questions in this set are as follows:

In your school,

1. Restructuring of the school is a good idea.
2. You (as a teacher) are willing to change, learn new ways and improve.
3. You (as a teacher) are better able to spot areas for improvement and identify solutions and take corrective actions than the administration.
4. Restructuring of the school affects principals' attitude positively.

Set 5. Restructuring of the school affects teachers' attitude positively.

6. Restructuring of the school affects students' learning positively.

7. Restructuring of the school affects students' outcome positively.

The Chronbac's Alpha (0.8537) of the second set reveals that the questions are consistent, and it is related to all the hypotheses which test restructuring, as per the pilot test.

1. Teachers are free to choose their instructional materials.

Set III is about empowerment of the teachers which is testing the first hypothesis, that is, if principals empower their teachers in decision-making processes, restructuring can be implemented effectively.

4. My performance (as a teacher) is assessed professionally by the

The questions for set III are as follows:

In your school, My achievements (as a teacher) are recognized and valued by the

1. You are involved in all the relevant decision-making processes.

2. Your opinions and input are seriously taken into consideration by the principal.

3. You take ownership of your job.

4. You make better decisions about your work than the principal.

Set III's Chronbac's Alpha 0.5701 shows that this set can help in testing hypothesis one - if principals empower their teachers in decision-making process, restructuring can be implemented positively by all concerned.

principals' attitude as being encouraging and positive. The Chronbac's Alpha is 0.7106 which reveals that the questions are consistent and reliable.

Set IV is about teachers' values in themselves and each other and helps in testing the fourth hypothesis, that is, if teachers have high values in themselves and each other, restructuring can be implemented positively.

The questions of this set are as follows:

In your school,

1. Teachers are free to choose their instructional materials.
2. Teachers in this school are constantly learning and seeking new ideas.
3. I, as a teacher, plan, do, check my work on my own, without interference.
4. My performance (as a teacher) is assessed professionally by the principal.
5. My achievements (as a teacher) are recognized and valued by the principal.
6. My job (as a teacher) provides me continual professional stimulation and growth.
7. I (as a teacher) have opportunities for training and attending seminars.
8. I (as a teacher) have resources and work environment that help me do the best I can do.
9. I (as a teacher) feel supported to try out new ideas.

Set IV tests hypothesis four - if teachers perceive principals' attitude as being encouraging and positive. The Chronbac's Alpha is 0.7106 which reveals that the questions are consistent and reliable.

Set V discusses hypothesis two and it revolves around the accountability of the teachers, that is, if teachers feel they are accountable to their principals, restructuring can be implemented.

The questions of this set are as follows:

In your school,

- 1. Teachers and principals have open communication channels.
- 2. Teachers are accountable to the principal on the issues of classroom performance.
- 3. Teachers are accountable to the principal on the issues of student conduct.
- 4. Teachers are accountable to the principal on the issues of academic learning.
- 5. Teachers support their principals to make changes.

Chronbac's Alpha 0.8714 reveals that the questions of set five are consistent and can assist in testing hypothesis two in which we are testing whether the accountability of teachers to their principals have a positive effect on restructuring.

Regression and ANOVA will be used to statistically test the four hypotheses.

	N	Minimum	Maximum	Mean	Std. Deviation
Set II 1	244	1.00	5.00	4.2828	1.0254
Set II 2	245	1.00	5.00	4.6980	.6454
Set II 3	241	1.00	5.00	3.7261	.9873
Set II 4	235	1.00	5.00	4.0340	.9422

Set II 3	242	CHAPTER IV RESULTS		4.1983	.9121
Set II 6	244			4.3525	.8742
Set II 7	244			4.2377	.9389
AV. Rating	245			4.2223	.6579
Valid N (listwise)	231				

Results

The questions of Set II which is about restructuring have formed the dependent variable. The average rating of the questions of Set II was calculated and used as the descriptive statistics of the dependent variable through regression analysis. "average rating" was used as the dependent variable in regression analysis.

Descriptive Statistics

Set II contained questions about restructuring. It is also about how restructuring affects principals' and teachers' attitude positively, and how students' learning and outcome are affected positively. Moreover, it talks about whether teachers are willing to change, learn new ways and improve, and if they are able to spot areas for improvement and identify solutions and take corrective actions.

The following table shows the descriptive statistics for the dependent variable (restructuring) set of questions.

Table1:

Descriptive Statistics of Dependent Variable (restructuring)

	N	Minimum	Maximum	Mean	Std. Deviation
Set II 1	244	1.00	5.00	4.2828	1.0254
Set II 2	245	1.00	5.00	4.6980	.6454
Set II 3	241	1.00	5.00	3.7261	.9873
Set II 4	235	1.00	5.00	4.0340	.9422

Set II 5	242	1.00	5.00	4.1983	.9121
Set II 6	244	1.00	5.00	4.3525	.8742
Set II 7	244	1.00	5.00	4.2377	.9389
AV. Rating	245	1.71	5.00	4.2223	.6579
Valid N (listwise)	231				

The questions of Set II which is about restructuring have formed the dependent variable. The average rating of the questions of Set II was calculated and used as the representative value for the perception of restructuring. A new variable labeled as “average rating” was used as the dependent variable in regression analysis.

A stepwise multiple regression analysis was run to find the relationship between restructuring perceived positively by teachers and other factors affecting restructuring. The independent factors were empowerment of teachers in decision-making, accountability of teachers toward their principals, perception of the teachers toward their principal as being effective, and teachers having high values in themselves and each other. Each factor was tested separately as per aforementioned hypotheses.

Results of the Regression Analysis

Hypothesis I tests if empowerment of teachers in decision-making had any effect on the perception of restructuring. A stepwise regression was run between the questions of Set III and Set II (Appendix B and C). The questions of Set III (empowerment) as the independent variable, and the questions of Set II as the dependent variable. The regression analysis yielded the following result:

Table 2:

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.919	.302		9.656	.000
Set III 3	.224	.060	.232	3.716	.000
Set III 4	8.060E-02	.038	.132	2.112	.036
R2	0.024				

Expected Average Rating = 2.957 + 0.289 (accountable in academic learning)

Expected Average Rating = 2.919 + 0.224 (taking ownership) + 0.0806 (making better decisions).

prediction of perception of restructuring being positive, was that teachers were being

accountable to their principals on the basis of academic learning (B = 0.289). All the

the perception for restructuring were: teachers taking ownership in their jobs the

(B value = 0.224) which is highly significant (p = 0.000). The B value = 8.060E-02 of

the teachers believing that they can make better decisions than their principals is

significant (p = 0.036). There is a positive relationship between teachers taking

ownership of their job and the perception of restructuring. There is another positive

relationship between the teachers making better decisions than their principals, and

teachers perceiving restructuring as positive.

Hypothesis II whether teachers feel they are accountable to their principals,

then restructuring can be implemented effectively. Measures in Set V of the

questionnaire were regressed against Set II values. The result was:

Model	B	Std. Error	Beta	t	Sig.
(Constant)	3.315	.212		15.664	.000
Set I 4	.122	.045	.175	2.703	.007
Set I 5	.106	.039	.174	2.693	.008
R2	0.076				

Table 3:

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.957	.199		14.877	.000
Set V 4	.289	.045	.386	6.427	.000
R2	0.149				

Expected Average Rating = $2.957 + 0.289$ (accountable in academic learning)

The only variable in Set V that proved to have a significant effect on the prediction of perception of restructuring being positive, was that teachers were being accountable to their principals on the issues of academic learning ($B = 0.289$). All the other variables were not found to be significant in predicting perception of restructuring to be positive.

Hypothesis III tests whether teachers perceive their principals to be effective, then they will not resist restructuring. Measures in Set I were regressed with Set II values. The result was:

Table 4:

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.315	.212		15.664	.000
Set I 4	.122	.045	.175	2.703	.007
Set I 5	.106	.039	.174	2.693	.008
R2	0.076				

Expected Average Rating = $3.315 + 0.122$ (allowing to make changes in the curriculum) + 0.106 (sets and follows clear standards)

Teachers perceiving their principals as being effective in allowing them to make changes in the curriculum ($B = 0.122$) and principals who set and follow clear standards for instruction ($B = 0.106$) were the only two variables that had a significant effect on the prediction of restructuring being perceived positively.

Hypothesis IV tests whether teachers have high values in themselves and each other, then restructuring can be implemented positively. Measures from the questions of Set IV were regressed against Set II values. The result was:

Table 5:

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.663	.257		10.378	.000
Set IV 2	.153	.039	.255	3.892	.000
Set IV 7	.104	.042	.158	2.475	.014
Set IV 1	.116	.049	.150	2.396	.017
R2	0.164				

Expected Average Rating = $2.663 + 0.153$ (constantly learning and seeking new ideas) + 0.104 (opportunities for training and attending seminars) + 0.116 (free to choose their instructional material)

These three variables - constantly learning and seeking new ideas, opportunities for training and attending seminars and freedom to choose their instructional material - are positively and significantly related to predicting the

perception of restructuring being positive. The higher the rating on these variables, the higher the positive perception of restructuring.

Limitation

There were rumors that not all the teachers answered the questionnaire because some were worried that if they told the truth the principal would read their answered questionnaire and would have a negative attitude towards them. Some teachers said, "They rated the questions very high just to please the principals." One way to eliminate the above mentioned problem is when teachers and principal have mature communication and positive attitude toward each other.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This study shows that significant associations exist between the attitude of teachers and principals in Armenian private schools of Beirut. This implies that teachers and principals should improve their attitude so that they can restructure the school effectively.

In the first hypothesis, teacher involvement in the decision-making was associated with the principal's attitude toward accepting teachers' opinions and input. This indicates that principals should not underestimate their teachers because they may take better decisions than their principals in certain situations. For instance, principals should realize that teachers are more involved in the school activities, they communicate more than the principal with their colleagues and with students. Teachers know more than the principal the inner stories of the school because teachers tell their school problems to their colleagues rather than to the principal. This implies that teachers' involvement in the decision-making process is essential. This shows that teachers who teach at all levels in Armenian private schools in Beirut do not fully take part in the decision-making process, and their opinions and input are not taken into consideration.

Hypothesis two measures accountability of the teachers to their principal. According to the teachers, they do not feel accountable to the principal on the issues of students' classroom performance and conduct; they only feel accountable in academic issues. This implies that the teachers in Armenian private schools do not like the

accountability pattern because it creates a fragile balance in principal-teacher relationship (Smylie and Brownlee-Conyers, 1992). Teachers often solve students' conduct and performance in the classroom on their own.

The above hypothesis also reveals that there is not an open communication channel between teachers and principals. When the researcher passed the questionnaire to the teachers, some of them did not fill in the questionnaire because some questions were about principals. Teachers believed that the principal would read the answer and be prejudiced against them. This shows some barriers exist between teachers and principals, and that teachers expect from their principal to have an intimate communication with them and to be more open toward each other.

Hypothesis three measures effectiveness of the principal and according to the teachers their principals are not effective. The teachers expect from their principals to appreciate and compliment them, to clarify and reinforce his/her expectations. The teachers also expect from their principals to have formal meetings on regular basis. The above-mentioned characteristics of the principal are lacking in the Armenian private schools of Beirut. This implies that teachers know how principals can be effective, and they look for an effective principal.

Hypothesis four is about whether teachers have high values in themselves and each other. The data analysis shows that the principals do not see that teachers have high values in themselves and each other. According to Smylie and Brownlee-Conyers (1992), principals should compliment their teachers on their work, point out their strengths, encourage them in their work, and let them know that they are valued, supported, and capable.

The implications are that teachers do not have positive attitude toward their principal, and they have high expectations from them. Teachers also believe that if the principals empower their teachers and involve them in relevant decision-making, then restructuring is implemented positively and effectively. According to Murphy et. al. (1991) involvement of the teachers in restructuring the school is quintessential because teachers work in the school every day, and these teachers can provide their principals with more grounded views of restructuring than the policymakers. Murphy et. al. (1991) added that teachers are able to envision the schools of tomorrow, sometimes clearly, sometimes ambiguously, with a sense of hope and passion.

When the principal does all the above-mentioned responsibilities, then restructuring can take place in the school effectively because the principal is the key person to restructure the school. Without the principal's approval and support the teachers cannot move restructuring forward. On the other hand, the principals should be aware of the teachers' opinions, and as Hart (1994) stated, principals should regard highly the need for the supportive, visible, and frequent reinforcement of the real power of the teachers. Principals should not underestimate their teachers because they are better able to spot areas for improvement, identify solutions and take corrective actions than the principals. To have a restructured school, effective principal and teachers should work hand-in-hand, then the principals' and teachers' attitude, students' learning and outcome will be affected positively.

Finally, the role of the principal is to improve the communication gap between teachers and principal so that the school will be restructured.

As Murphy et al. (1991) stated in his research that most of the teachers saw the need to improve the communication between teachers and principals. And Blasé (1993)

supported this idea that effective principals should spend a great deal of their time and effort to communicate their expectations to achieve their goals.

Date: _____

Dear Sir/Madam:

Thank you for allowing me to conduct this research in your school. The following research is a requirement for the completion of a Master's thesis in the field of Educational Administration. Teachers of all grades are required to fill out the questionnaire. The results can be helpful to administrators and educators in developing effective principal techniques in the restructuring of schools.

I kindly request from all your teachers to fill out this questionnaire. I will pick up the questionnaire two weeks from date of delivery.

I truly appreciate your cooperation.

Thank You,

Rima Cholakian

Graduate Student at Haigazian University

APPENDIX A

Date: _____

Dear Teacher,

Dear Sir/Madam:

I truly appreciate your help and participation in conducting this research, which is part of a requirement for the completion of my Master's thesis in the field of Educational Administration. Teachers of all grades are required to fill out the questionnaire. The results can be helpful to administrators and educators in developing effective principal techniques in the restructuring of schools.

I kindly request from all your teachers to fill out this questionnaire. I will pick up the questionnaire two weeks from date of delivery.

Rima Cholakian

I truly appreciate your cooperation.

Graduate Student of Haigazian University

Thank You,

Rima Cholakian

Graduate Student at Haigazian University

APPENDIX B

1 - Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

Dear Teacher,

In your school,

1 - The principal appreciates and encourages his/her teachers regularly.
(strongly disagree) __1__2__3__4__5 (strongly agree)
I truly appreciate your help and participation in conducting this research, which is part of a requirement in the completion of my Master's thesis in Educational Administration. I kindly request you to fill out the questionnaire which will take 10 - 15 minutes of your time. I really thank you for your cooperation.

3 - The principal provides formal meetings on regular basis.
(strongly disagree) __1__2__3__4__5 (strongly agree)

Rima Cholakian

4 - The principal allows the teachers to make changes in the curriculum.
(strongly disagree) __1__2__3__4__5 (strongly agree)
Graduate Student of Haigazian University

5 - The principal sets and follows clear standards for instruction.
(strongly disagree) __1__2__3__4__5 (strongly agree)

6 - The principal is the key person to restructure the entire educational system.
(strongly disagree) __1__2__3__4__5 (strongly agree)

APPENDIX B

I _ Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

In your school,

1 – The principal appreciates and compliments his/her teachers regularly.

(strongly disagree) __1__2__3__4__5 (strongly agree)

2 – The principal clarifies and reinforces his/her expectations.

(strongly disagree) __1__2__3__4__5 (strongly agree)

3 - The principal provides formal meetings on regular basis.

(strongly disagree) __1__2__3__4__5 (strongly agree)

4 – The principal allows the teachers to make changes in the curriculum.

(strongly disagree) __1__2__3__4__5 (strongly agree)

5 – The principal sets and follows clear standards for instruction.

(strongly disagree) __1__2__3__4__5 (strongly agree)

6 – The principal is the key person to restructure the entire educational system.

(strongly disagree) __1__2__3__4__5 (strongly agree)

7 – Restructuring of the school affects students' outcome positively.

(strongly disagree) __1__2__3__4__5 (strongly agree)

II In this set, kindly rate the following items from 1 (strongly disagree) to 5 (strongly agree).

- **Note: Restructuring as implied in the questionnaire means changing the school system. For instance curriculum, hierarchy, administration, management.**

In your school,

1 - Restructuring of the school is a good idea.

(strongly disagree) __1__2__3__4__5 (strongly agree)

2 - You (as a teacher) are willing to change, learn new ways and improve.

(strongly disagree) __1__2__3__4__5 (strongly agree)

3 – You (as a teacher) are better able to spot areas for improvement and identify solutions and take corrective actions than the administration.

(strongly disagree) __1__2__3__4__5 (strongly agree)

4 – Restructuring of the school affects principals' attitude positively.

(strongly disagree) __1__2__3__4__5 (strongly agree)

5 – Restructuring of the school affects teachers' attitude positively.

(strongly disagree) __1__2__3__4__5 (strongly agree)

6 – Restructuring of the school affects students' learning positively.

(strongly disagree) __1__2__3__4__5 (strongly agree)

7 – Restructuring of the school affects students' outcome positively.

(strongly disagree) __1__2__3__4__5 (strongly agree)

4 – My performance (as a teacher) is assessed professionally by the principal.

(strongly disagree) __1__2__3__4__5 (strongly agree)

III – Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

In your school,

1 – You are involved in all the relevant decision-making processes.

(strongly disagree) __1__2__3__4__5 (strongly agree)

2 – Your opinions and input are seriously taken into consideration.

(strongly disagree) __1__2__3__4__5 (strongly agree)

3 – You take ownership of your job.

(strongly disagree) __1__2__3__4__5 (strongly agree)

4 – You make better decisions about your work than the principal.

(strongly disagree) __1__2__3__4__5 (strongly agree)

IV – In this set, rate the following items from 1 (strongly disagree) to 5 (strongly agree).

In your school

1 – Teachers are free to choose their instructional materials.

(strongly disagree) __1__2__3__4__5 (strongly agree)

2 – Teachers in this school are constantly learning and seeking new ideas.

(strongly disagree) __1__2__3__4__5 (strongly agree)

3 – I, as a teacher, plan, do, check my work on my own, without interference.

(strongly disagree) __1__2__3__4__5 (strongly agree)

4 – My performance (as a teacher) is assessed professionally by the principal.

(strongly disagree) __1__2__3__4__5 (strongly agree)

5 – My achievements (as a teacher) are recognized and valued by the principal.

(strongly disagree) __1__2__3__4__5 (strongly agree)

6 – My job (as a teacher) provides me continual professional stimulation and growth.

(strongly disagree) __1__2__3__4__5 (strongly agree)

7 – I (as a teacher) have opportunities for training and attending seminars.

(strongly disagree) __1__2__3__4__5 (strongly agree)

8 – I (as a teacher) have resources and work environment that help me do the best I can do.

(strongly disagree) __1__2__3__4__5 (strongly agree)

9 – I (as a teacher) feel supported to try out new ideas.

(strongly disagree) __1__2__3__4__5 (strongly agree)

V – Using the scale provided, please rate the following items from

1 (strongly disagree) to 5 (strongly agree).

In your school,

1 – Teachers and principals have open communication channels.

(strongly disagree) __1__2__3__4__5 (strongly agree)

2 _ Teachers are accountable to the principal on the issues of classroom performance.

(strongly disagree) __1__2__3__4__5 (strongly agree)

3 – Teachers are accountable to the principal on the issues of student conduct.

(strongly disagree) __1__2__3__4__5 (strongly agree)

4 – Teachers are accountable to the principal on the issues of academic learning.
(strongly disagree) __1__2__3__4__5 (strongly agree)

5 – Teachers support their principals to make changes.
(strongly disagree) __1__2__3__4__5 (strongly agree)

Ա) Օգտագործելով ներկայացուած առարկանաչափը, բարենաճէ նշել
Համաձայնութեան կամ անհամաձայնութեան չափը Հետեւեալ Հարցումներու
պարագային:

Քու գալըոցէդ ներս՝

1) Տնօրէնը յանախ կ'արժեւորէ եւ կը գնահատէ իր ուսուցիչ-ուսուցչուհիները
(Զափազանց անհամաձայն) 1 ____ 2 ____ 3 ____ 4 ____ 5 (Զափազանց Համաձայն)

2) Տնօրէնը կը յատկացնէ իր ակնկալութիւնները եւ մզում կու տայ զանոնք
իրազարծելու:
(Զափազանց անհամաձայն) 1 ____ 2 ____ 3 ____ 4 ____ 5 (Զափազանց Համաձայն)

3) Տնօրէնը Հերթաբար պաշտօնական Հանդիպումներ կը կազմակերպէ:
(Զափազանց անհամաձայն) 1 ____ 2 ____ 3 ____ 4 ____ 5 (Զափազանց Համաձայն)

4) Տնօրէնը կ'արտօնէ, որ ուսուցիչները փոփոխութիւններ մտցնեն իրենց կրթական
ծրագիրին մէջ:
(Զափազանց անհամաձայն) 1 ____ 2 ____ 3 ____ 4 ____ 5 (Զափազանց Համաձայն)

5) Տնօրէնը ուսուցման յստակ որինաչափեր կը Հաստատէ եւ կը Հետեւի անոնց
գործադրութեան:
(Զափազանց անհամաձայն) 1 ____ 2 ____ 3 ____ 4 ____ 5 (Զափազանց Համաձայն)

APPENDIX C

The Armenian Questionnaire

Ա) Օգտագործելով ներկայացուած աստիճանաչափը, բարեհաճէ նշել համաձայնութեան կամ անհամաձայնութեան չափը հետեւեալ հարցումներու պարագային:

Քու դպրոցէդ ներս՝

1) Տնօրէնը յաճախ կ'արժեւորէ եւ կը գնահատէ իր ուսուցիչ-ուսուցչուհիները:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

2) Տնօրէնը կը յստակացնէ իր ակնկալութիւնները եւ մղում կու տայ զանոնք իրագործելու:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

3) Տնօրէնը հերթաբար պաշտօնական հանդիպումներ կը կազմակերպէ:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

4) Տնօրէնը կ'արտօնէ, որ ուսուցիչները փոփոխութիւններ մտցնեն իրենց կրթական ծրագիրին մէջ:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

5) Տնօրէնը ուսուցման յստակ օրինաչափեր կը հաստատէ եւ կը հետեւի անոնց գործադրութեան:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

6) Տնօրէնը այն բանալի անձն է, որ ամբողջականօրէն կը վերականգնէ ուսումնական դրութիւնը:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

Բ) Այս հարցումներու պարագային, հաճեցէք հետեւեալ հաստատումներուն կարեւորութիւնը նշել 1-էն (Չափազանց անհամաձայն) 5-ի (Չափազանց համաձայն) միջեւ:

Մանօթ: Բարեկարգել հոս կը նշանակէ բարեփոխել դպրոցական դրութիւնը (օրինակ՝ կրթական ծրագիրը, կրթական բաժանմունքները, վարչամեքենան, խնամակալական եւ վարչական դրութիւնը):

Քու դպրոցէդ ներս՝

1) Դպրոցը հետեւողականօրէն բարեկարգելը լաւ գաղափար մըն է:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

2) Իբրեւ ուսուցիչ/ուսուցչուհի պատրաստակամ ես փոխուելու, կրթական արդի ձեւեր սորվելու եւ ինքզինքդ բարելաւելու:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

3) Իբրեւ ուսուցիչ/ուսուցչուհի տնօրէնութենէն աւելի կարող ես բարելաւման կարօտ քու թերութիւններդ նկատելու եւ համապատասխան լուծումներ ու ինքնասրբագրումի աշխատանքներ կատարելու:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

4) Դպրոցի բարեկարգումը դրական ազդեցութիւն ունի տնօրէններուն վերաբերումին վրայ:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

5) Դպրոցի բարեկարգումը դրական ազդեցություն ունի ուսուցիչներուն վերաբերումին վրայ:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

6) Դպրոցի բարեկարգումը դրական ազդեցություն ունի նաեւ աշակերտներուն ուսումնառութեան վրայ:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

7) Դպրոցի բարեկարգումը դրական ազդեցություն ունի աշակերտներուն արդիւնաւէտ ուսումնառութեան վրայ:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

Գ) Օգտագործելով ներկայացուած աստիճանաչափը, բարեհաճէ նշել համաձայնութեան կամ անհամաձայնութեան չափը հետեւեալ հարցումներու պարագային:

Քու դպրոցէդ ներս՝

1) Դուն մասնակից ես որոշումներ առնելու գործընթացին:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

2) Կարծիքներդ, առաջարկներդ ու ներդրումդ լրջօրէն նկատի կ'առնուին տնօրէնութեան կողմէ:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

3) Դուն քու պարտականութեանդ ամբողջական տէրն ու պատասխանատուն ես:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

4) Գործիդ առնչութեամբ դո՛ւն աւելի շինի՞չ որոշումներ առնելու կարող ես, քան տնօրէնութիւնը:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

Դ) Այս հարցումներու պարագային, հաճեց՞ք հետեւեալ հաստատումներուն կարեւորութիւնը նշել 1-էն (Չափազանց անհամաձայն) 5-ի (Չափազանց համաձայն) միջեւ:

Քու դպրոցէդ ներս՝

1) Դասաւանդման ընթացքին ուսուցիչները պէտք է ազատ ըլլան ընտրելու իրենց ուսուցման նպաստող նիւթերը:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

2) Դպրոցիդ մէջ ուսուցիչները յարատեւօրէն սորվելու եւ նոր գաղափարներ փնտռելու գործընթացին մէջ են:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

3) Ես, իբրեւ ուսուցիչ, կը ծրագրեմ, կը գործադրեմ, կը ստուգեմ աշխատանքս առանց միջամտութեան:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

4) Իմ մասնագիտական աշխատանքս, իբրեւ ուսուցիչ, կ'արժեւորուի եւ բարձր գնահատանքի կ'արժանանայ տնօրէնութեան կողմէ:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

5) Իբրեւ ուսուցիչ իմ կատարած իրագործումներս կը նշմարուին եւ ըստ այնմ կ'արժեւորուին տնօրէնութեան կողմէ:

(Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

6) Իբրեւ ուսուցիչ իմ մասնագիտական աշխատանքս ինձի կը հալթայթէ յարատեւ ոգեւորութիւն եւ այս մարզին մէջ աճ:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

7) Իբրեւ ուսուցիչ առիթներ ու կարելիութիւններ ունիմ վերաորակաւորման եւ սեմինարներու մասնակցութեան:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

8) Իբրեւ ուսուցիչ հարկ եղած աղբիւրներն ու աշխատանքային միջավայրը ունիմ, որոնցմով կրնամ իմ լաւագոյնս տալ:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

9) Իբրեւ ուսուցիչ կը զգամ, որ իմ նոր գաղափարներս հովանաւորուած են:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

Ե) Օգտագործելով ներկայացուած աստիճանաչափը, բարեհաճէ նշել հետեւեալ հաստատումներուն կարեւորութիւնը 1-էն (Չափազանց անհամաձայն) 5-ի (Չափազանց համաձայն) միջեւ:

Քու դպրոցէդ ներս՝

1) Քու դպրոցէդ ներս ուսուցիչներուն եւ տնօրէնին միջեւ հաղորդակցութեան դռները միշտ բաց են:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

2) Ուսուցիչները հաշուետու են տնօրէնին դասարանին մէջ իրենց կատարած աշխատանքին առնչութեամբ:

(Չափազանց անհամաձայն) 1 2 3 4 5 (Չափազանց համաձայն)

3) Ուսուցիչները հաշուետու են տնօրենին աշակերտին վարքին առնչութեամբ:
 (Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

4) Ուսուցիչները հաշուետու են տնօրենին աշակերտին կրթական
 ուսումնառութեան առնչութեամբ:
 (Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

5) Ուսուցիչները թիկունք կը կանգնին իրենց տնօրեններուն փոփոխութիւն
 կատարելու ընթացքին:
 (Չափազանց անհամաձայն) 1 _____ 2 _____ 3 _____ 4 _____ 5 (Չափազանց համաձայն)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SETIII3	241	1.00	5.00	4.2828	1.0254
SETIII4	235	1.00	5.00	4.0340	.9422
SETIII3	244	1.00	5.00	4.3525	.8742
SETIII4	244	1.00	5.00	4.2377	.9389
Valid N (listwise)	231				

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.183	.277		11.479	.000
	SETIII3	.229	.061	.237	3.782	.000
2	(Constant)	2.919	.302		9.658	.000
	SETIII3	.224	.060	.232	3.716	.000
	SETIII4	8.060E-02	.038	.132	2.112	.036

a. Dependent Variable: AV.RATIN

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.957	.199		14.877	.000
	SETV4	.269	.045	.366	6.427	.000

a. Dependent Variable: AV.RATIN

APPENDIX D

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
SETII1	244	1.00	5.00	4.2828	1.0254
SETII2	245	1.00	5.00	4.6980	.6454
SETII3	241	1.00	5.00	3.7261	.9873
SETII4	235	1.00	5.00	4.0340	.9422
SETII5	242	1.00	5.00	4.1983	.9121
SETII6	244	1.00	5.00	4.3525	.8742
SETII7	244	1.00	5.00	4.2377	.9389
AV.RATIN	245	1.71	5.00	4.2223	.6579
Valid N (listwise)	231				

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.183	.277		11.479	.000
	SETIII3	.229	.061	.237	3.782	.000
2	(Constant)	2.919	.302		9.656	.000
	SETIII3	.224	.060	.232	3.716	.000
	SETIII4	8.060E-02	.038	.132	2.112	.036

a. Dependent Variable: AV.RATIN

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.957	.199		14.877	.000
	SETV4	.289	.045	.386	6.427	.000

a. Dependent Variable: AV.RATIN

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.593	.187		19.194	.000
	SETI4	.153	.044	.219	3.458	.001
2	(Constant)	3.315	.212		15.664	.000
	SETI4	.122	.045	.175	2.703	.007
	SETI5	.106	.039	.174	2.693	.008

a. Dependent Variable: AV.RATIN

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.393	.153		22.168	.000
	SETIV2	.206	.037	.342	5.509	.000
2	(Constant)	3.056	.199		15.346	.000
	SETIV2	.174	.039	.290	4.486	.000
	SETIV7	.111	.043	.168	2.598	.010
3	(Constant)	2.663	.257		10.378	.000
	SETIV2	.153	.039	.255	3.892	.000
	SETIV7	.104	.042	.158	2.475	.014
	SETIV1	.116	.049	.150	2.396	.017

a. Dependent Variable: AV.RATIN

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